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ABSTRACT

Prior to the enactment of House Bill 1126 (sixty-fourth Texas legislature) accreditation was optional for local districts. That statute now requires that each local district be accredited in order to receive financial support from the state. This booklet presents a compendium of principles, standards, and indicators that address school improvement, the accountability of educational programs, and the process for ensuring quality educational designs. Section 1 sets forth the conditions and procedures for accreditation. Section 2 presents the principles and standards, which emphasize governance, accountability and education improvement, curriculum and instruction, administrative and technical support, and physical plant equipment. Section 3 is an appendix that contains additional regulations concerning such topics as essential curriculum elements, approved subjects and courses, and requirements for summer school. Also appended is a list of supplemental resources. (Author/IRT)

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PRINCIPLES, STANDARDS, AND PROCEDURES FOR THE ACCREDITATION OF SCHOOL DISTRICTS

OFFICE OF PLANNING AND EVALUATION
TEXAS EDUCATION AGENCY
201 East 11th Street
Austin, Texas 78701

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COMPLIANCE WITH TITLE VI, CIVIL RIGHTS ACT OF 1964; TITLE IX OF THE EDUCATION AMENDMENTS OF 1972; AND THE MODIFIED COURT ORDER, CIVIL ACTION 5281, FEDERAL DISTRICT COURT, EASTERN DISTRICT OF TEXAS, TYLER DIVISION

Reviews of local education agencies pertaining to compliance with Title VI Civil Rights Act of 1964; Title IX of the Education Amendments of 1972; and with specific requirements of the Modified Court Order, Civil Action No. 5281, Federal District Court, Eastern District of Texas, Tyler Division are conducted periodically by staff representatives of the Texas Education Agency. These reviews cover at least the following policies and practices:

(1) acceptance policies on student transfers from other school districts;

(2) operation of school bus routes or runs on a non-segregated basis;

(3) non-discrimination in extracurricular activities and the use of school facilities;

(4) non-discriminatory practices in the hiring, assigning, promoting, paying, demoting, reassigning, or dismissing of faculty and staff members who work with children;

(5) enrollment and assignment of students without discrimination on the basis of race, color, national origin, or sex;

(6) non-discriminatory practices relating to the use of a student's first language; and

(7) evidence of published procedures for hearing complaints and grievances.

In addition to conducting reviews, the Texas Education Agency staff representatives check complaints of discrimination made by a citizen or citizens residing in a school district where it is alleged discriminatory practices have occurred or are occurring.

Where a violation of Title VI of the Civil Rights Act and/or Title IX of the Education Amendments of 1972 is found, the findings are reported to the Office for Civil Rights, Department of Health, Education and Welfare.

If there is a direct violation of the Court Order in Civil Action No. 5281 that cannot be cleared through negotiation, the sanctions required by the Court Order are applied.

FOREWORD

The *Principles, Standards, and Procedures for the Accreditation of School Districts* is presented to you as a compendium of Principles, Standards, and Indicators that address school improvement, the accountability of educational programs, and the process for ensuring quality educational designs.

Prior to the enactment of House Bill 1126 (Sixty-Fourth Texas Legislature) accreditation was optional for local districts. That statute now requires that each local district be accredited in order to receive financial support from the Foundation School Fund.

It is our belief that these Principles and Standards will provide an effective means for state, regional, and local educational agencies to carry out their responsibilities, while strengthening the cooperative relationship among these agencies. These Principles and Standards have been officially adopted as State Board policy. As they become implemented in your district it should be recognized that we are receptive to evaluative information which addresses the clarity, utility, and appropriateness of each of the Principles and Standards. Surely we will evaluate, update, and make changes as appropriate information warranting those changes is made known to us.

M. L. Brockette

M. L. Brockette

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TABLE OF CONTENTS

Page

STATUTORY BASIS FOR ACCREDITATION 1

GENERAL POSITION STATEMENT 2

SECTION ONE: CONDITIONS AND PROCEDURES FOR ACCREDITATION 3

1. Eligibility 3
2. Comprehension 3
3. Applicability 3
4. Establishment and Modification of a District's Accreditation Status 4
5. Evaluation and Monitoring 5
6. Procedural Flow 6
7. Safeguards 8
8. Responsibility for Compliance 8

SECTION TWO: PRINCIPLES AND STANDARDS 11

General Orientation 11
Governance 11
Principle 1 11
Principle 2 12
Principle 3 13
Accountability and Educational Improvement 15
Principle 4 15
Curriculum and Instruction 21
Principle 5 21
Principle 6 24
Principle 7 25
Principle 8 27
Administrative and Technical Support 28
Principle 9 28
Physical Plant and Equipment 29
Principle 10 29

SECTION THREE: APPENDIX
ADDITIONAL ACCREDITATION REGULATIONS 33

1. Essential Curriculum Elements Prescribed by State Law and State Board of Education Policy 33
2. Required Clock Hours and Days of Instruction 33
3. Description of Balanced Elementary Curriculum 34
4. List of Approved Subjects and Courses, Grades 7-12 34
5. Description of Content in Secondary Grades 48
6. Requirements for High School Graduation 49
7. Requirements for Assignment of Teachers 51
8. Regulations on Correspondence Courses and High School Credit by Examination/Performance 61
9. Requirements for Summer School Programs 62
10. Accreditation Planning Process 63

PRINCIPLES, STANDARDS, AND PROCEDURES FOR THE ACCREDITATION OF SCHOOL DISTRICTS

STATUTORY BASIS FOR ACCREDITATION

The Texas Legislature has established the objective of public education in general in Section 2.01 of the Texas Education Code:

> The objective of state support and maintenance of a system of public education is education for citizenship and is grounded upon conviction that a general diffusion of knowledge is essential for the welfare of Texas and for the preservation of liberties and rights of citizens.

The Legislature declared as state policy in Section 16.001:

> It is policy of this state that each student enrolled in the public school system shall have access to programs and services that are appropriate to his educational needs and that are substantially equal to those available to any similar student, notwithstanding varying local economic factors.

The primary authority and obligation for producing educational results through such programs and services resides by law and sound principle with the constituted authorities in each local school district. Section 23.26(b) of the Code grants the board of trustees of each independent school district the power to manage and govern the schools in the district.

The Agency is charged by statute to support and assist school districts in carrying out their assigned governance functions. Section 11.26(a) (5) of the Code directs the State Board of Education to "establish regulations for the accreditation of schools." Enacted by the Sixty-Fourth Texas Legislature, Sections 16.051 and 16.053 require that "beginning with the 1977-78 school year each school district must be accredited by the Central Education Agency" as a condition for receiving financial support from the Foundation School Fund.

It is clear from these statutes that the purpose of school accreditation is to ensure good public schools in Texas as well as continuous movement toward excellence. The mandate to the State Board of Education to establish regulations for the accreditation of schools has been carried out over the last several decades with periodic updating to improve the quality of elementary and secondary schools in Texas. The Principles, Standards, and Procedures, formulated after extensive consultation with those concerned with and affected by school accreditation, represent a further updating of accreditation regulations in this same spirit.

While compliance with basic standards of quality education is essential for all school districts in the State, it is recognized that every school district is unique – with its own community values to be honored and with particular types of children for whom appropriate and suitable educational opportunities must be provided. With this in mind, the State Board of Education has adopted standards for accreditation which describe a fundamentally sound educational program but which take into account the latitude which local boards of education have to exercise their judgment regarding what is most appropriate for the students served by the district. During the first year of their implementation, careful and thorough evaluation will be conducted to determine whether these regulations are sufficiently clear and, if necessary, to revise them to further clarify their meaning. Based upon evaluative experience, it is likely that the standards can be refined in such a way as to improve the clarity of their meaning while at the same time leaving the necessary discretion in the hands of local boards of trustees.

The burdens and challenges facing school districts are growing. New conditions and rising expectations add, almost daily, to their responsibilities. New interests in education challenge old procedures and methods. New emphasis upon student achievement challenges long-accustomed definitions of good schooling. More than ever, therefore, it is essential that the wisdom and capacities of school district authorities be relied upon for decisions and actions to serve the best interests of Texas students. This means that local boards of trustees must continue to exercise authority, ability, and responsibility to take initiative, make informed judgments, and apply primary interpretive discretion. Those actions must be trusted by state and national levels of government.

The major intent of these regulations is to ensure basic quality of educational opportunity across the state by assisting the prime movers for school improvement in Texas – those responsible for the governance of local school districts.

GENERAL POSITION STATEMENT

The material in these regulations is arranged in three sections:

Section One: Conditions and Procedures for Accreditation

Section Two: Principles and Standards

Section Three: Appendix: Additional Accreditation Regulations

Principles and Standards were developed in consultation with hundreds of representatives from school district settings. One result was a broader scope covered by Principles. Another was considerable recasting of the Standards. To reduce duplications in Standards, cross-referencing is used to call attention to Standards applying to more than one Principle. A third result was to transfer to the Appendix most specialized or program-specific materials. The material in the Appendix is a mandatory part of the accreditation regulations, and is cited under relevant Standards. A List of Supplemental Resources is available as a separate document providing informational sources related to Principles, Standards, and Procedures for the Accreditation of School Districts. This list is not a part of State Board of Education policy or regulations but is available for information only.

The chief result of widespread consultation, however, was a somewhat different placement of school accreditation regulations in the Texas design for assuring good education for all students. Since House Bill 1126, adopted by the Sixty-Fourth Legislature, replaced several other proposals to incorporate accountability and educational improvement mandates in Foundation School Program legislation, legislative intent appears to be that school accreditation become a key strategy for assuring responsive educational improvement and demonstrable achievements on the parts of school districts. School district representatives, other advisory groups, officials in the Agency, and the State Board of Education reached the same conclusion.

A parallel conclusion was also reached. If school districts are to be responsive to local demands, then initiative, motivation, and judgments of what is best and what is achievable must be the prerogative of the district itself. That which is most important for schooling is placed by law and by tradition under the domain of the boards of trustees of individual school districts. There it should remain. School accreditation must take into partnership and include the interpretive and adaptive decisions of local district authorities. It must sanction and reward district initiative. State-level review, requirements, and enforcements thereof are also a necessary part of school accreditation regulations. But a more important part is to assure true quality in student learning and in performance of school districts. That assurance will be served best by encouraging school districts' self-determined educational improvement.

These two conclusions are reflected in the proposed Principles and Standards which depart from former approaches to school accreditation. However, the changes are not revolutionary. Instead, they mark another stage in an evolution which has occurred over several decades. The regulations still call the attention of local school officials to mandates and minimum requirements. These are imperatives required of all school districts by state or national governments through statutes, judicial interpretations, and definitions and regulations established pursuant to law by government agencies.

SECTION ONE: CONDITIONS AND PROCEDURES FOR ACCREDITATION

1. ELIGIBILITY

(a) Each legally constituted public school district in Texas must be accredited by the Texas Education Agency in order to receive support from the Foundation School Fund. A public school district operating fewer than twelve grades will be eligible to be accredited with special adaptations, as determined by the Commissioner, in the accreditation process outlined in Section One.

(b) Nonpublic schools are eligible, upon application, for accreditation by the Agency provided they operate at least six elementary grades with at least six full-time teachers or four secondary grades.

NOTE: *While these Principles, Standards, and Procedures have been prepared with public school districts in mind, nonpublic schools desiring accreditation are expected to comply with these standards with appropriate adaptations, as determined by the Commissioner.*

(c) A district takes the initiative in applying for accreditation by furnishing to the Agency the information called for in these procedures.

(d) A district which fails to execute the procedure set forth in Section One becomes unaccredited.

2. COMPREHENSION

(a) Accreditation encompasses the district as a whole. It is based upon evidencing satisfactory overall compliance with these Principles and Standards.

(b) Accreditation cycles are five school years in duration. Cycles of school districts in the state are scheduled on a staggered basis so that approximately one-fifth of the school districts in the state enter the process each year.

(c) Accreditation is maintained through two kinds of continuous performance by the district throughout each five-year accreditation cycle: (1) maintaining satisfactory status with respect to Principles and Standards (see (a) above), and (2) improvement as measured by success in producing targeted advancements in student learning achievement as compared to status at the beginning of the district's cycle. These targeted advancements are self-selected by the district. Continued accreditation is dependent upon demonstrated improvement, regardless of the standing of the district compared to other districts.

(d) Satisfactory performance by the district over one cycle leads to continuation of accreditation for another cycle upon application by the district. Continuation, however, is based upon performance by the district in the discharge of certain obligations made clear in the Principles and Standards.

(e) Failure of the district to discharge its obligations during the cycle can result in modification or revocation of the district's continuing accreditation. Such action, however, always extends to the district full opportunity for procedural safeguards as required by law (see 4. (c) following).

3. APPLICABILITY

(a) These regulations for school accreditation will be revised periodically. However, districts will be given a reasonable timeline to adjust to changes in these regulations. A district's continued accreditation is semi-contractual in nature, and should seldom be adversely altered by new regulations issued within a district's accreditation cycle.

(b) Revisions apply immediately, or as otherwise designated by the State Board of Education, when:

(1) A statute enacted by the Texas legislature so directs and becomes effective;

(2) A court order, or a statute of the U.S. Congress, directs the State Board of Education to revise accreditation regulations by a specified date; or

(3) The State Board of Education, following procedures in state law, gives notice that a revision becomes applicable at a date specified by the State Board of Education.

(c) With the exceptions stated in 3. (b), the accreditation status of a district will not be affected negatively by new or revised regulations issued within an accreditation cycle.

(d) A district which is presently accredited, and which has not yet entered into a five-year accreditation cycle under this procedure, will remain on its current accreditation status until such time as it does enter into the new procedure in 1978-79 or 1979-80.

(e) The regulations in this bulletin (AD7 825 01) become applicable to school districts whose accreditation cycle began in January 1977. However, such districts shall have the option, upon request to the Agency, of remaining under the Principles and Standards in Bulletin 560 during school year 1977-78.

(f) Districts which entered accreditation cycles through the Pilot Accreditation Process in 1974-75, 1975-76, or 1976-77 are following substantially the chief procedural revisions in Section One: Conditions and Procedures for Accreditation; their obligation is to carry out the Five-Year Plan upon which their continued accreditation was based. Such districts shall have the option to be in compliance with the Principles and Standards in Bulletin 560 or, upon request to the Agency, the Principles and Standards in this bulletin (AD7 825 01) during school year 1977-78. However, all districts shall be obligated to be in compliance with the Principles and Standards in this bulletin (AD7 825 01) for school year 1978-79 and subsequent years.

(g) The objectives of most districts' Five-Year Priorities Plan (see Standard 4G) may extend into the succeeding cycle. Such districts carry forward an obligation to pursue the objectives of that Plan, but may meld these into the objectives of their Five-Year Priorities Plan for the succeeding cycle.

(h) Accreditation for a district by a voluntary association is a local district option; however, accreditation by such voluntary associations does not substitute for accreditation by the Texas Education Agency.

(i) A district not previously accredited by the Texas Education Agency, or which has become unaccredited, may secure directions for applying from the Division of School Accreditation. Because of the time required for such a district to comply with Principle 4 and its accompanying Standards, the Agency may, after inspection, extend a two-year probationary accredited status to new entrants while they are attaining compliance with Principle 4.

4. ESTABLISHMENT AND MODIFICATION OF A DISTRICT'S ACCREDITATION STATUS

(a) Each district will be classified for purposes of accreditation in one of five categories:

(1) **Accredited.** In substantial compliance with these Procedures and with Principles and Standards.

(2) **Accredited, Advised Status.** Accredited upon condition of correction of minor variations from Accreditation Principles, Standards, and Procedures for which there is not evidence that such variations are being satisfactorily resolved through implementation of the district's Five-Year Priorities Plan. A district may not remain on advised status for more than one year.

(3) **Accredited, Warned Status.** Accredited with provision for correction of substantive discrepancies from Accreditation Principles, Standards, and Procedures for which there is not evidence that such discrepancies are being satisfactorily resolved through implementation of the district's Five-Year Priorities Plan. A district may not remain on warned status for more than two years.

(4) **Unaccredited Status.** Because of failure to remove variations or discrepancies cited in (2) or (3) above, and/or failure to discharge satisfactorily its obligations during the accreditation cycle, accreditation is removed. When such action is taken by the Agency, removal of accreditation becomes effective at the end of the school year.

(5) **Accredited, Probationary Status.** An unaccredited school district can establish or re-establish accredited status only by meeting stipulations made to the district by the Agency only under 3. (i) above. Districts re-enter accreditation on probationary status for a period of two years. A district on probationary status is accredited on condition of correction, during a period of not more than two years, of substantive discrepancies from Accreditation Principles, Standards, and Procedures, accompanied by periodic demonstration to the Agency that removal of such discrepancies is proceeding as scheduled.

(b) A district's accreditation status is established or reaffirmed through the following:

(1) Completion by the district of the actions required to apply for accredited status as outlined on pages 5-8.

(2) Review by the Division of School Accreditation, and recommendation by the Division that the district be granted accredited status.

(3) Review by the State Commission on School Accreditation, and recommendation that the district be granted accredited status.

(4) Review by the Commissioner of Education, and recommendation that the district be granted accredited status.

(5) Establishment or reaffirmation of the district's accredited status by action of the State Board of Education.

(c) In order to maintain accredited status, once established, the district must (1) remain in substantial compliance with Accreditation Principles, Standards, and Procedures, and (2) actively and continuously implement its Five-Year Priorities Plan. Notification of intent by the Division of School Accreditation to recommend modification of a district's accreditation status is given at least 60 days prior to the effective date of the proposed modification in status. If the district is not in agreement with the judgment or recommendation of the Division of School Accreditation, the district may, within 30 days, request in writing an opportunity for review of the recommendation for proposed action. Such review process normally follows the steps outlined below:

(1) District officials confer with the Director of the Division of School Accreditation. If agreement is reached, no further review is taken.

(2) If agreement is not reached in (1), the district may request a review by the State Commission on School Accreditation. If resolved at this level, no further review is taken.

(3) If not resolved in steps (1) and/or (2), the district may request review by the Commissioner of Education. If agreement is reached, no further review is taken.

(4) If not resolved in step (3), the district may request a hearing by the State Board of Education. If resolved at this level, no further review is taken.

(5) If not satisfied with the action of the State Board of Education, the district has the right to request a rehearing before the Board.

(d) The provisions of Section (a), (b), and (c) do not necessarily apply when a district is found to be in violation of Civil Action 5281.

5. EVALUATION AND MONITORING

(a) Evaluation of the achievements and procedural performance of the district is a key feature of these regulations, and is carried out by the district and/or by the Agency using as a reference the Principles and Standards for Accreditation of Schools. This evaluation process consists of (1) securing information, objective and subjective, which measures performance and results, (2) comparing these measurements with the Principles and Standards, and (3) judging the degree of adequacy reflected by this comparison.

(b) The district has principal responsibility for the evaluation. Principles and Standards call for continuous and repeated evaluation during the five-year period as well as summative evaluation near the end of each cycle. This summative evaluation serves as part of the assessment that provides information necessary to make plans for the next five-year cycle.

(c) Continuous monitoring and gathering of evaluative information are conducted by the district. Some of the information is to be reported to the Agency. This information becomes the prime evaluative information used by the Division of School Accreditation to monitor the district's compliance with its own Five-Year Priorities Plan and with the Principles and Standards for Accreditation.

(d) Additional monitoring is also conducted by the Agency in several ways:

(1) Data contained in school district reports additional to those in (c) furnish evaluative information.

(2) Relevant information is delivered to the Division of School Accreditation by other Agency divisions charged with monitoring the district's compliance with (a) provisions of State Plans, (b) criteria used in district auditing, and/or (c) guidelines for regular or special programs.

(3) The Division of School Accreditation visits and observes school district conditions or conducts special studies when occasions warrant. On-site visits will be for the purpose of routine progress checks; other visits may be made when the possibility of a serious problem is called to the attention of the Division.

(4) A district on advised, warned, or probationary status receives intensive monitoring from the Agency.

(e) Using the evaluative information referred to above and the evaluative judgments made by the district, the Agency arrives at its final decision with respect to the district's accreditation status.

6. PROCEDURAL FLOW

(a) These regulations emphasize the school district's responsibility to produce achievement in learning by students as the prime basis upon which accreditation rests, while maintaining satisfactory compliance with the Principles and Standards as a whole.

(b) Each district's cycle begins with the establishment of learning goals for its students. These student learning goals are used as the basis for assessing the present status of achievement by students within the district. The district sets its own criteria for satisfactory achievement by students in the various goal areas. Present levels of student achievement are measured and compared with these criteria to identify discrepancies. These discrepancies are called student learning "needs." From the needs identified, a small set of major discrepancies is selected to be given priority treatment.

Simultaneously with this student assessment, the district conducts a program analysis. The Principles and Standards for Accreditation are the initial basis for this analysis; the priority student learning needs are then used as the basis for in-depth analysis of selected elements of the program, to identify suspected causal relationships. In this way program discrepancies are identified. Some of the program discrepancies identified through this program analysis are chosen for long-term priority treatment; other minor discrepancies from Principles and Standards which are correctable on a short-term basis are also identified. The student assessment and the program analysis constitute the "Self-Study."

Based on priorities identified among the findings of the self-study, the district prepares a Five-Year Priorities Plan to reach a set of targeted student learning objectives in five years or less. A related feature of the Five-Year Priorities Plan is a set of targeted improvements in student goal achievement. Strategies to achieve these objectives take the form of new, modified, or intensified efforts which are chosen by the district. Descriptions of the projected efforts are written and become a part of the Plan, with appropriate resources allocated. Arrangements are made to ensure that the district has information on what student learning it is securing at what costs and that such information is made available to the Agency.

Those remaining discrepancies from Principles and Standards which are not addressed in the Five-Year Priorities Plan are corrected on a short-term basis (less than one year).

The district then implements the actions outlined in its Five-Year Priorities Plan, including monitoring and reporting the results through its five-year accreditation cycle. Modifications are made in the Plan as called for by evaluative evidences. A report to the Agency upon the degree of achievement of its priority objectives is made near the end of its cycle. Monitoring information on the district's achievement of the targets of its Five-Year Priorities Plan and (if indicated) on the correction of other discrepancies from Principles and Standards are made cumulatively available to the Agency.

The district is required to submit to the Agency, during the five-year cycle, the following:

(1) the goals adopted, with a terse description of the procedures used in their establishment;

(2) a copy of the district's own summary of the findings of its Self-Study;

(3) a copy of the district's adopted Five-Year Priorities Plan;

(4) at the end of each school year, a copy of the district's own findings regarding the extent to which the targeted student learning objectives have been attained, together with any modifications to be made in the Five-Year Priorities Plan; and

(5) a copy of the results of the district's final-year assessment.

The Division of School Accreditation compares these submitted reports with relevant Principles, Standards, and Indicators in these regulations, and gives advice and/or approval to the district.

In addition to the procedures described above, the district's year-by-year compliance with Principles and Standards is stressed. These Principles and Standards are derived from practices present in good Texas school systems, and hence are synonymous with sound district operations. One such operation consists of regularized procedures conducted to keep the superintendent and board of trustees informed regarding the district's compliance with Principles and Standards for Accreditation. The Agency draws upon information which results from these procedures as one basis for monitoring the district's compliance with Principles and Standards. Additional information for monitoring may be collected through the following:

(1) data submitted on reports required by Agency divisions other than the Division of School Accreditation;

(2) additional reports required when a district's accreditation status is modified to advised, warned, or probationary, and

(3) information contained in the district's records in connection with on-site visits by representatives of the Agency (see 5. (d), (3) above).

(c) In its initial cycle under these regulations, a district usually devotes two school years to the processes of goal setting, self-study, and construction of its Five-Year Priorities Plan. This Plan will typically extend two years into the next cycle. In its next cycle, the time span for goal setting, self-study, and plan-making can be shortened by using the current evaluative information the district has on hand, and its Priorities Plan for the preceding five-year cycle can be melded into its Plan for the second cycle. By its third accreditation cycle, the typical district will be able to make its Five-Year Priorities Plan cover approximately the same time period as its accreditation cycle.

(d) Procedural variations are available to a district which desires to find better ways to obtain improved student learning. The district may request waiver of certain regulations in order to permit the conduct of an experimental project:

(1) A district desiring to conduct a pilot project using methodologies and/or logistics which vary from accreditation regulations obtains permission to do so from the Division of School Accreditation.

(2) The district submits a written proposal specifying the nature and duration of the project.

(3) The application is evaluated by the Agency, in some instances with assistance from independent evaluators, for its probable consequences for improved student learning and/or contributions to knowledge about educational improvement strategy.

(4) If evaluation of the application so indicates, and with the advice of the State Commission on School Accreditation, the Division of School Accreditation grants the waiver(s) requested, with a contract by the district to perform as outlined in its approved proposal.

NOTE: *Prescriptive statutes of the legislature cannot be waived.*

7. SAFEGUARDS

(a) Any regulations herein will be subject to review by the Agency upon petition by 10 or more school districts, with those petitioners accorded an opportunity for a public hearing on the matter if they so request.

(b) A district may request a review of a judgment made by the Agency respecting its accreditation status (see 4. (c) above).

(c) Since the State of Texas has established school districts and a state system of finance for those districts, an evaluation of a district's satisfactory compliance with accreditation regulations shall take into account the fiscal capacity and the demographic conditions within that district. Opportunities shall be given to a district to correct deficiencies before accreditation is withdrawn, and the district shall have full opportunity for appeal and an impartial, legally sufficient hearing on evaluations the districts contends are unjustified.

(d) To assure that accreditation regulations are consonant with the responsibilities of school districts and that the application of those regulations is to the best interest of school districts, their students, and the State of Texas, the State Board of Education has established a State Commission on School Accreditation.

8. RESPONSIBILITY FOR COMPLIANCE

(a) Ultimate responsibility for compliance with school accreditation regulations rests upon the district.

(b) However, the Agency is directed by law to ensure compliance with these regulations by each school district seeking to be accredited. Since the majority of Texas school districts respond readily to the leadership provided through the school accreditation process, the Agency's primary vehicles for achieving compliance are advice and assistance to districts. Other vehicles are monitoring and evaluating school district status.

(c) The Division of School Accreditation has responsibility for (1) maintaining effective liaison between the Agency and a district to be accredited; (2) monitoring each district's compliance with the procedural, programmatic, and product expectations set forth in these regulations; and (3) causing the Agency to make an evaluation of the composite compliance of a district with accreditation regulations. The monitoring referred to in (2) above will be conducted chiefly through reports or other documentation submitted by the district; on-site monitoring visits will be conducted as required (see 5. (d) (3) above). The Division serves, upon request, to link a district with technical services and advisory assistance from within or outside the Agency in carrying out accreditation procedures. It is the intent of the Agency that districts shall be able to get answers for all their accreditation questions by calling upon the Division of School Accreditation.

(d) Principle 2 and its accompanying Standards call upon the district to be in continuous compliance with constitutional and statutory law. For a considerable portion of such law, responsibility for enforcement is lodged in state government entities other than the Texas Education Agency. Responsibility and authority for enforcement of several statutes and court orders, however, are placed upon the Agency. Regulations adopted by the State Board of Education and/or the Commissioner of Education, including accreditation regulations, become part of the

statutory law to be enforced. Delegation of enforcement responsibility and authority for these accreditation regulations are indicated by (c) above and in the regulations themselves. Authority for enforcement of statutory law delegated to the Agency is placed in several divisions of the Agency. Those divisions, not the Division of School Accreditation, have primary responsibility to monitor and enforce the laws and regulations assigned. However, those divisions do report to the Division of School Accreditation continuing noncompliance with statutory law or regulations on the part of a district. Information contained in such reports may be considered in making determinations by the Agency regarding a district's accreditation status.

SECTION TWO: PRINCIPLES AND STANDARDS

GENERAL ORIENTATION

PRINCIPLES state the general characteristics of an effective educational program operated by a school district. They represent overall statements of obligations resting upon a district to maintain accredited status. Accord with the spirt of a given Principle and of all Principles combined is a matter to be judged by the district based upon its own evaluation, and reviewed by the Agency. Such judgments go beyond mere summation of the compliance by the district with the Standards and Indicators listed below each Principle. Each Principle is broad and the Standards listed under it focus attention upon selected components of the Principle. Thus each Principle offers a challenge to the district to raise its degree of attainment toward excellence.

STANDARDS are stated as observable conditions in, or arrangements made by, a school district. They highlight crucial components in the attainment of each Principle, but not necessarily all components. The total set of Standards provides broad direction to district authorities as they plan for improving the effectiveness of their educational programs, even if accreditation were not involved. For accreditation purposes, the Standards are regulations and constitute criteria for assessing whether the district's performance is satisfactory. Assessment is to be made by the district itself as the primary evaluator, with provision for review by the Agency. Recognizing that Standards are broad in coverage and intent, the district interprets each Standard in light of local conditions. The Agency will give the fullest consideration possible to the district's judgments in interpreting these Standards.

INDICATORS appear below most Standards. They are integral components of the Standards and, as such, are required conditions that the district is obligated to meet. However, Indicators attempt to direct attention only to selected components of the Standard which should not be overlooked. They do not completely define the Standard. Most Indicators are stated as guides for the district's own officials to use in examining the program and reaching responsible conclusions about whether that aspect of the program being evaluated is satisfactory. Some Indicators cite regulatory material placed in the Appendix because of its length and/or complexity.

Occasionally, an Indicator requires a particular methodology. This may be because a statute so prescribes; or it may be because high correlation has been found between that which is required and the results desired. If a district has good reason to believe it can get equal or better results by using different methodology or logistics, it is invited to take advantage of the provision in 6. (d) of Section One (see page 6).

NOTES: In addition, occasional use is made of explanatory items which are *not* regulations. These are referred to as "NOTES" placed under a Principle, Standard, or Indicator. They give clarification on procedures or limitation, or describe additional options which a district has in interpreting the Standard or Indicator.

GOVERNANCE

Principle 1

Conditions existing and developing within the community served by the district are conducive to maintaining a quality educational program.

STANDARDS:

1A. Citizens of the district are making efforts in good faith toward strengthening their schools by using state-authorized taxing capacity.

INDICATORS

(1) The district uses an effective tax rate which denotes a reasonable effort to utilize its actual capacity.

(2) Citizens of the district are using bonding capacity to discharge obligations for suitable physical plant and equipment.

1B. Patrons and citizens exhibit interest in, and provide a climate of support conducive to, effective operations of the district.

INDICATORS

(1) Commitment to providing all children adequate opportunity to learn, and maintaining requisite standards of quality for teaching and learning, is reflected by citizen and patron actions toward policies and practices of their schools.

1C. Arrangements exist among civic organizations, local government agencies, nonpublic schools, and the school district for sharing of resources in serving the community, and for appropriate participation in decisions affecting the district.

INDICATORS

(1) The district has a process for informing the community about the educational program.

(2) The district has a process for exchanging information with nonpublic schools in or near the district regarding educational programs or projects of mutual interest and concern, and procedures for transfer students are defined.

1D. The legally constituted district board of trustees demonstrates its obligation to the citizens it represents by

(a) causing educational goals to be formulated, adopted, and publicized;

(b) designing and adopting policies and budgets for pursuing those goals through effective school operations;

(c) appraising the district's performance in attainment of its goals for student development; and

(d) reporting the results of such appraisals.

Principle 2

The district is in continuous compliance with constitutional and statutory law.

STANDARDS:

2A. The board of trustees keeps informed on applicable law, makes reliable interpretations thereof, and monitors compliance of its operations with law.

NOTE 1: *The board is legally responsible for law-abiding operations. Reliance by the board solely upon external monitoring and evaluations to test compliance with some law does not necessarily meet this Standard.*

NOTE 2: *Proven noncompliance with law makes a district liable to accreditation sanctions. Noncompliance quickly corrected by the district may not evoke punitive sanctions, but can raise questions about the adequacy with which Standard 2A is being met.*

2B. The superintendent is responsible for keeping the board of trustees informed of its obligations under the law.

Principle 3

Internal arrangements for governance and leadership in the district organization are conducive to desirable morale, systematic accountability, educational improvement, and fiscal responsibility.

STANDARDS:

3A. Division of responsibility and authority between the board of trustees and its superintendent recognizes the prerogatives of the board as the policy-making and appraisal body of the district and ensures that the superintendent has the authority, responsibility, and decision-making power necessary to administer the operations of the district.

INDICATORS

(1) The division made is clear and stable, and is honored by the board and the superintendent. It causes the rest of the organization to be responsive to the leadership and direction of the superintendent. In practice, it produces top-management teamwork.

(2) Periodic appraisals are made of the results being produced by the division of authority between board and superintendent, and changes which improve the organization are made.

(3) Specific provision is made for appraisal of the superintendent's performance and the results are used to strengthen the overall effectiveness of the district.

NOTE: *The appraisal should be conducted in such a way to ensure that the superintendent is encouraged to report objectively and factually upon all aspects of the operations of the district.*

3B. Standard 1D applies: "The legally constituted district board of trustees demonstrates its obligation to the citizens it represents by

(a) causing educational goals to be formulated, adopted, and publicized;

(b) designing and adopting policies and budgets for pursuing those goals through effective school operations;

(c) appraising the district's performance in attainment of its goals for student development; and

(d) reporting the results of such appraisals." (See page 12.)

3C. Organization members and units are committed to achieving the district's goals.

NOTE: *See Standard 4A for description of the district's goals.*

INDICATORS

(1) Attention to the goals is emphasized by the board and by all levels of district leadership.

(2) Instructional designs are targeted toward goal achievement.

(3) Financial and staffing plans show explicit intent to attain priority objectives adopted by the board.

3D. The district is guided by explicit policies. These are written and are readily accessible to organization members, students, and citizens. Policies are continuously updated. They are heeded and applied by the board, the superintendent, and other responsible school personnel.

INDICATORS

(1) Policies adopted by the board and its administrative officers are in writing, made known, and made accessible in compliance with legal requirements for due process.

(2) Coverage by policies is comprehensive. Especially crucial are policies covering:

(a) Employees – responsibilities, rights under employment status, performance evaluation, retention/dismissal, contracts and assignments, job descriptions, and procedural safeguards as required by law;

(b) Students – responsibilities, rights, conditions leading to suspension or other disciplinary sanctions, and procedural safeguards as required by law;

(c) Student transfers into and out of the district;

(d) Maintenance of fiscal responsibility;

(e) Matters on which Texas statutory law and regulations direct the district to adopt policies; and

(f) Accident and fire prevention, and health and safety provisions, including requirements for annual written verification that applicable standards are met.

3E. To ensure effective implementation of its policy and strategy decisions, the district seeks constructive participation during the formulation of such decisions of various persons who have a direct interest. Concern for making decisions work is apparent on the parts of personnel who implement them.

INDICATORS

(1) The board and administrators solicit participation, as appropriate, from district personnel, citizens, patrons, and students in shaping operational strategies.

(2) The board holds regularly scheduled meetings which are open to the public as prescribed by law. Administrators maintain procedures for openness to advice from concerned parties.

(3) Evaluation of programs involves both administrators and other appropriate personnel. Results are freely shared with district personnel and citizens, in ways they can understand.

3F. Governance works continuously to improve organizational effectiveness and fiscal responsibility of the district.

INDICATORS

(1) Systematic arrangements to effect improvements are maintained for monitoring, evaluating, and correcting operations.

(2) Operating procedures, consonant with best practice in other similar districts, are established. Effective and prudent provisions for staffing include recruiting, selecting, contracting with, assigning, evaluating performance, providing inservice training, compensating, and retaining or terminating.

(3) Duties, responsibilities, authority, interrelationships among positions, and expected performance are clearly specified for administrative and supervisory positions.

(4) Procedures for fiscal budgeting, budget control, and cost analysis which enhance accountability and fiscal responsibility are established and regularly updated. The procedures are applied to all the district's operations (e.g., programs operated with grant funds, food services, extracurricular activities, etc.).

(5) Systematic assessment and evaluation of the job performance of employees is operated on a regular cycle. Employees covered by the evaluation process have a voice in the development, implementation, and refinement of the process.

(6) Standard 2A applies: "The board of trustees keeps informed on applicable law, makes reliable interpretations thereof, and monitors compliance of its operations with law." (See page 12 for details.)

3G. Principle 4 and related Standards apply: "Through vigorous application of an accountability and educational improvement system, the district gives primary emphasis to success in its efforts directly focused upon producing student learning." (See pages 15-20 for details.)

ACCOUNTABILITY AND EDUCATIONAL IMPROVEMENT

Principle 4

Through vigorous application of an accountability and educational improvement system, the district gives primary emphasis to success in its efforts directly focused upon producing student learning.

NOTE: *The specialized meaning of this Principle must be made clear. The terms "accountability" and "educational improvement" carry a variety of meanings. In the broad sense of demonstrated compliance with statutory and regulatory requirements, accountability is inherent in most of these Standards and is being discharged by the majority of school districts in Texas. These Standards repeatedly call for continuous improvements in governance, in programs, and in facilities. This constitutes "educational improvement" in one broad sense.*

However, more specific meanings are also attached to accountability and educational improvement. One of those is used in this Principle. That meaning is, "A system or design for achieving desired student learning by governing the efforts of an organization."

Accountability and educational improvement is therefore the system for the guidance, information, and decision-making to govern, focus, and continuously improve the district's efforts to produce student learning. The system concentrates upon achieving specified results by the use of careful planning which is based upon diagnostic assessment and feedback information. The information is also used to make periodic reports on stewardship to those who entrust the district with control of the education process.

Principle 4 and its accompanying Standards apply this system to the most important efforts of a district to produce student learning. These are efforts to bring about acquisition of desired learnings by all students:

- *The products sought, therefore, are student learnings.*
- *These products are designated by goals (hence commitments) of the district.*
- *From the goals, the learning outcomes students are expected to acquire are made specific.*
- *Programs of direct instruction are planned and carried out to produce these specified learner outcomes.*
- *Financial resources available to the district are budgeted to provide support for these programs.*
- *Assessments of (a) learning produced by programs, and (b) functioning of programs are planned and carried out.*
- *Information derived from assessment is fed back to district planners, who use it to take necessary corrective steps.*
- *Periodic summaries of assessment information are furnished to district citizens as an accounting for stewardship, and to the Agency as the district's contribution to statewide assessment reports.*
- *The board, assisted by its administration and its other advisors, performs periodically a thorough diagnostic review of student learning results.*
- *From the discrepancies discovered by this diagnostic review, the board selects priorities and directs the administration to make and execute plans to improve student learning results.*

Educational Improvement by Selection. One of the most effective strategies known for educational improvement is that of choosing for concentrated attention a small number of advancements to be made, and then planning in depth to make sure those advancements occur. While this strategy involves the setting of priorities, it can be used without lessening the effectiveness of other efforts to produce learning. Standards 4F and 4G call for use of this strategy.

The Standards under Principle 4 are divided into two sets: (1) those applying to all instructional programs and student services, and (2) priority efforts to improve student learning and related programs and services.

STANDARDS:

All Instructional Programs and Student Services

4A. The district has established a set of goals for student learning. This set of goals is officially adopted by the board of trustees, and is given primary attention in all aspects of the district's operations.

INDICATORS

(1) The set of goals covers a reasonably comprehensive variety of student learnings, and gives central attention to the Student Development Goals for Public School Education in Texas established by the State Board of Education. Other student development goals which the district recognizes as impelling concerns are also included in the set.

(2) The goals are stated as broad areas of expected attainment by students. Most goals are further defined by descriptors (Goal Indicators) which depict components of the broad goal.

(3) The set of goals for student development is formulated with appropriate participation of educators and citizens, for the purpose of ensuring that the goals are understood and accepted as relevant by those who have an interest in the end results of schooling.

NOTE: *See "Accreditation Planning Process" in the Appendix for further elaboration upon Indicators 1, 2, and 3.*

(4) The set of goals is widely distributed as a mandate to those in the organization. Personnel manifest understanding of and commitment to achieving the goals applicable to their field of responsibility.

(5) Serious and thoughtful review of the goals is made periodically, and revisions are made if appropriate.

NOTE: *However, the goals should have continuity over time and should not be changed so frequently that the district's sense of direction is reduced.*

4B. The superintendent assigns, within the organization, responsibility for student achievement toward each goal and all goals collectively. The district is in the process of developing student learning objectives, stated as components of goals, which are assigned to the respective instructional programs and student services. Targeted levels of expected achievements by each program over a school year are established.

INDICATORS

(1) The district designates certain of these student learning objectives as attainments expected for all students who graduate from high school (or who complete the highest grade offered). Also included are other student learning objectives desirable to be attained by some students, but not necessarily by all students, as recognition of the differences among individual students in abilities, interests, and future plans.

(2) Yearly targets are based upon expected progress by students from their entry-level attainments. Differences among students are recognized by targets set. But significant progress for all types of students is assigned as a responsibility.

4C. Using the goals and student learning objectives as criteria, student achievement is assessed periodically and findings are reported. Findings from student assessment are used in shaping the district's program efforts aimed directly at student learning.

INDICATORS

(1) At least once in each accreditation cycle a broad assessment of student attainments along all goals is conducted, and more objective assessments are made of student attainment in selected goal areas of high priority.

NOTE: *See the "Self-Study Phase" of the Accreditation Planning Process in the Appendix.*

(2) Student assessment is regularly conducted each year, addressing all goals or selected goals. Assessment may be rotated among goals at two-year or three-year intervals. But appreciable assessment information is obtained and used by the district each year.

(3) Information from a variety of valid instruments and sources is used for assessing student goal attainments. However, standardized achievement test scores are not used as the sole criteria for placement, promotion, or retention of students.

NOTE: *"Valid instruments and sources" include objective appraisals by qualified observers, tests developed by the district, and standardized achievement tests. The district may also consider the use of perceptions gathered from parents, citizens, employees, students, or other interested parties.*

(4) Major findings from assessments are reported to the district's board, to citizens in the district, and to the Agency.

(5) Information about student achievement derived from assessment serves as a major basis for the diagnostic analysis of instructional programs outlined in 4D.

4D. Analysis of instructional programs is in continuous progress and is directly related to the student learning objectives assigned respectively to each instructional program. A full-scale program analysis is conducted during each accreditation cycle. Findings from such program assessment are used in making decisions for program and/or staff revisions.

NOTE: *The assessment referred to here addresses the process of instruction, as contrasted with the assessment of student goal attainment in Standard 4C.*

INDICATORS

(1) Student learning discrepancies identified in the student assessment are used in the diagnostic assessment of instructional programs to locate those program features which may be causes of these less-than-adequate results in student goal attainment.

NOTE 1: *The second sentence of this Standard refers to the "Self-Study Phase" of the Accreditation Planning Process outlined in the Appendix.*

NOTE 2: *In practice, assessment of student attainments and diagnostic analysis of programs occur simultaneously, not separately.*

(2) Based on the findings of the student assessment and program analysis, adjustments or corrections are made to improve program results.

4E. The district supports its commitment to the primary emphasis upon achieving the adopted goals for student learning through financial allocations and budgetary control.

INDICATORS

(1) The district uses program-budgeting systems which will enable it to relate the flow of funds to program outcomes.

(2) The distribution between gross expenditures for direct instruction and student services and those for other operations in the Maintenance and Operations budget is accorded careful study. If negatively different from the areas of emphasis, the board is able to justify such differences. There is reasonable equity in allocation of resources among various campuses and instructional levels.

(3) Multi-year fiscal projections are developed to support educational improvement.

(4) The expenditure budgets for special programs (such as compensatory education) focus upon achieving and appraising student learning results.

(5) Sufficient financial resources are earmarked in budgeted expenditures to conduct the student assessment and program analysis called for by Standards 4C and 4D.

(6) In formulating the annual operating budget for expenditures, the board specifically sets up allocations for financing its efforts toward priority objectives (Standards 4F and 4G).

Priority Efforts to Improve Student Learning and Related Programs and Services

4F. Once during each accreditation cycle, the district selects for priority attention a set of discrepancies in student learning. This set of priority student needs is small in number. Then specific objectives or targets are set for the amount of increase in student achievement to be sought over a five-year period to reduce or eliminate these student learning needs.

NOTE 1: *One method for selecting priority discrepancies is set forth in the "Self-Study Phase" of the Accreditation Planning Process. A district may use other methods with similar features, or use the results of previous studies of its own, to document and establish priority student learning needs.*

NOTE 2: *It is not the intent of these Standards to supplant or replace sound accountability and educational improvement procedures which are already employed by many Texas districts. Districts are urged, after conference with the Division of School Accreditation, to build upon foundations already in place, not to start over.*

NOTE 3: *In its set of priority objectives, a district may also include one or two targets addressed to discrepancies other than those in student learning. This is justifiable when (a) evaluations (self-study or external) have identified programmatic deficiencies which seriously threaten accredited status or (b) elimination of a program deficiency requires planned action over a span of three to five years.*

4G. To achieve its designated priority objectives, the district formulates and implements a Five-Year Priorities Plan.

NOTE: *The plan referred to here is not a comprehensive plan for the total operations of the district. Instead it is a plan for selected operations which undertake to attain with specified procedures and resources the set of priority objectives designated. While a comprehensive, goal-centered plan would be a valuable asset in governing a school district, this Standard does not require preparation of such a plan.*

INDICATORS

(1) The Five-Year Priorities Plan is developed, set forth in writing, and officially adopted as a commitment of the district. The Plan contains:

(a) The five-year and annual objectives for raising the level of student learning in each of the priority student need areas designated.

NOTE: *Objectives, if any, for other priority areas are similarly displayed. (See NOTE 3 under Standard 4F.)*

(b) An outline of the instructional and support services to be used in producing the intended increases in student goal attainment. This includes a description of changes in or additions to instructional programs or student services.

NOTE: *Such changes and additions may include, but are not limited to, instructional tactics, supportive services to students, devices for parental involvement, staff development enterprises, or other programmatic arrangements to be used. The responsibility of each programmatic arrangement for achieving certain of the Plan's objectives should be shown.*

(c) Resources to be furnished to implement each program arrangement. Resources include regular staff, other staff, facilities, materials and equipment, etc.

(d) A dated schedule for (1) readying each program arrangement and (2) initiating and continuing each program arrangement.

NOTE: *A flow chart for the five-year span is a convenient device. Such a chart can show how each program arrangement is to be phased in.*

(e) The provision for management of the total project, including revision of the Plan during the course of its implementation.

(f) Specific provision for systematically evaluating and reporting the extent to which the district is (1) attaining the targeted objectives and (2) meeting schedules established in (d) above.

NOTE: *The evaluation design should show how information from assessments will be used to (a) inform those responsible for management of the Plan and (b) produce reports for local dissemination and/or for the Division of School Accreditation.*

(g) Estimated dollar allocation to be provided for Plan implementation, including annual budgets and multi-year fiscal projections.

(2) The original Plan is approved by the district's board of trustees and is transmitted to the Division of School Accreditation for critique and suggestions.

(3) When approved by the Division of School Accreditation, the Plan becomes a performance commitment of the district as the basis for maintenance of accredited status. The central performance is attainment of the targeted objectives set out in the Plan.

NOTE: *No district will have its accreditation suspended for failure to attain its targeted objectives, without an opportunity to explain why its efforts to implement the planned program changes did not achieve expected results.*

(4) Installation and continued implementation of the Plan proceed steadily. Implementation includes making timely changes in program arrangements as responses to assessments during the course of the program.

(5) Each year the district files a report on achievement of the Plan's objectives with the Division of School Accreditation in formats provided. Significant revisions made during implementation are also transmitted. At all times, the updated Plan is available to and used by the district officials as a guide to implementation.

Principle 5

Curriculum content adequate to achieve the student development goals of the district is made available to students through effective programs. The curriculum reflects state and local goals, and the curriculum offerings are evaluated periodically and revised as appropriate.

STANDARDS:

5A. Curriculum content is arranged to improve learning by students.

INDICATORS

(1) The scope, sequence, and cycling of content in subject areas are keyed to developmental stages of students and of the discipline involved. Mastery is made cumulative. Differential learning rates of students are accommodated effectively.

(2) Materials used, learning experiences provided, and provisions for mastery of learning objectives capitalize upon the abilities and interests of diverse learners. Multi-discipline as well as single-discipline approaches are provided.

(3) In total, the curriculum content provided is sufficient to achieve each Goal or Goal Indicator adopted by the district. However, that portion of the curriculum which is commonly designated as extracurricular activities may be used to advance student achievement toward Goal Indicators (see Standard 4A, Indicator 4).

5B. Curriculum content maintains a balance in which each discipline, including the liberal arts, fine arts, sciences, and vocational fields, makes a significant contribution to student knowledge, skills, and competencies.

INDICATORS

(1) Emphasis is placed upon teaching the facts of, and developing understanding for, all phases of the American heritage, including culture, language, and life style diversities.

(2) Curriculum content also serves any local goals which embrace attitudes, motivation, values, skills in thinking, career orientation, pursuit of further education, economic competence, occupational pride, aesthetic appreciation, safe living, and relations with others.

(3) Content used in the various disciplines is reasonably abreast of current developments in those disciplines.

NOTE: *While availability of printed and audiovisual curriculum materials is not a guarantee of relevance, absence of supplements to the curriculum resources may indicate that this Standard is not being met.*

(4) The district makes provisions for curriculum materials which enable students with unusual capacities to progress in mastery of content relevant to adopted goals. This may be done through elective courses, guided individual studies, course adaptations, and other means.

5C. The district identifies essential student learning objectives which all students are expected to acquire and is providing effective instruction to produce the expected performance of students in these basic areas.

NOTE: *Standards 4A-4C are applicable.*

INDICATORS

(1) These essential student learning objectives consist of at least the knowledge, skills, and competence which the district designates as basic within the curriculum areas mandated by law and by State Board of Education policy: English language usage, including reading and other language skills; mathematics; citizenship, including government, history, and geography; health; physical education; and science. These are outlined in the Appendix.

NOTE 1: *It is not expected that all student learning objectives within these areas of the curriculum be included in those designated as essential or basic for all students. The essential learning outcomes are those which the district judges to be indispensable for every citizen in dealing effectively with the opportunities and problems of living, including choice and pursuit of a career and/or postsecondary education.*

NOTE 2: *Appropriate adaptions in expected levels should be made for students whose handicapping conditions prevent their attainment of basic performance levels.*

NOTE 3: *Every precaution should be taken to ensure that students and teachers do not perceive satisfactory student performance in these essential learning areas as all that a student should strive to attain through his/her school experience. Certainly every student should be assisted and encouraged to go as far beyond these essential learning objectives as his/her abilities, interests, and life goals will permit.*

(2) Sufficient time and attention are devoted to the teaching and learning of these essential outcomes by the district's staff and students to ensure satisfactory levels of performance by students.

(3) The district recognizes that a student's mastery of the fundamentals of English language usage and mathematics are tools for effective learning in all other areas of curriculum, and that English and mathematics cut across and underlie all other teaching and learning occurring in the school. Particular care and attention are given by the district to ensure that all students are making satisfactory progress toward competence in these fundamental learning areas of mathematics and English language usage.

NOTE: *The district sets its own levels of performance expected for its students in these fundamental student learning objectives, consistent with the expectations and conditions existing in the community.*

(4) The district conducts regular appraisal of the progress students are making toward the essential learning objectives and uses the findings to design instructional activities appropriate to the needs of each student.

5D. The district regularly studies and revises curriculum elements, consistent with its adopted goals and Standards 5A, 5B, and 5C.

INDICATORS

(1) Standard 4D applies: "Analysis of instructional programs is in continuous progress and is directly related to the student learning objectives assigned respectively to each instructional program. A full-scale program analysis is conducted during each accreditation cycle. Findings from such program assessment are used in making decisions for program and/or staff revisions." (See page 18.)

(2) Standard 6C applies: "Program guides and curriculum frameworks issued by the Texas Education Agency are used by the district as references for designing local curriculum and supportive arrangements." (See page 24.)

(3) School district procedures in selecting from state-adopted textbooks are guided by findings from applying Standards 4D and 4B. (See pages 18 and 17.)

(4) A regular cycle of curriculum assessment exists to discover deficiencies and update curriculum content. This cycle, however, is integrally related to the system outlined in Standard 4D. (See page 18.)

(5) A district enrolling pupil populations requiring compensatory programs discharges these obligations by adaptations of the curriculum to fit distinctive needs (such as language or culture) of these populations.

(6) Study and revision of curriculum content gives pointed attention to discovery and correction in curriculum materials which stereotype or otherwise negatively portray members of ethnic, class, or sex groups.

(7) A district may choose to provide curriculum content to serve certain of its Goals or Goal Indicators by arranging that content among several programs. In that event, study and revision should be conducted in such a way that it is clear how the whole Goal or Goal Indicators are being served.

NOTE: *Illustrations of the choices referred to above are the dispersion of curriculum content to achieve Goal Indicators referring to citizenship, conservation of resources, drug abuse education, safety, aesthetic appreciation, self-concept, etc.*

5E. As supplements to classroom instruction, the district provides student services essential to progress toward the district's adopted goals for student development.

NOTE: *By state law, judgmental discretion is given to school districts respecting organization, staffing, operation, and evaluation of student services. These accreditation regulations do not prescribe specific arrangements or programs which must be used (other than those in law). The district is obligated to devise and describe arrangements which accomplish its purposes.*

INDICATORS

(1) Standard 7D, Indicator 4, applies: "The district is making strong efforts to protect good teaching from the negative effects of disruptive behavior of students or outsiders." (See page 26.)

(2) Counseling and guidance services are accessible to students and to assist teachers in working with individual students.

NOTE: *If counselors are employed, the counselors devote the major portion of their time to conferring with and giving help to students, parents, and/or teachers.*

(3) If assessment data indicate, services are provided for students who are unable to attend regular schools because of (a) custodial assignment to a public agency, (b) extended illness, and/or (c) disciplinary suspension.

(4) In-school health and health-maintenance services are provided.

(5) Reasonable access to extracurricular activities of sufficient range is provided to develop interests, skills, and aesthetic and cognitive abilities not provided for in the credit curriculum.

(6) Interschool contests, and training for such activities, advance student progress toward goals of the district, and positively support the performance of good instruction in the credit curriculum. This Indicator applies to activities relating to such contests as well as to the training for and student performance in such contests.

(7) Necessary student attendance services are provided.

Principle 6

The elements of the curriculum covered in Principle 5 are expressed in writing and include content and arrangements consistent with state and local requirements.

NOTE: *No conflict necessarily exists between Principle 5 and Principle 6. State requirements have flexibility sufficient to become constructively integrated into a curriculum which emphasizes achieving the set of goals adopted by the district. Most state curriculum requirements will be found to be highly compatible with the student development goals in the Goals for Public School Education in Texas as well as with each district's own student learning goals.*

STANDARDS:

6A. Curriculum and program mandates enacted by the Legislature are reflected in the district's curriculum documents.

6B. The district's curriculum documents are compatible with current requirements of the Texas Education Agency.

INDICATORS

(1) The district's curriculum is in accord with the Agency's requirements respecting unit credits, balanced elementary curriculum, requirements for high school graduation, minimum hours for instruction, description of content in secondary grades, and list of approved courses for secondary schools, which appear in the Appendix.

NOTE: *Official State Plans adopted by the State Board of Education (such as those for Vocational-Technical Education, Special Education, or Bilingual Education) may carry programmatic requirements other than those appearing in these regulations.*

6C. Program guides and curriculum frameworks issued by the Texas Education Agency are used by the district as references for designing local curriculum and supportive arrangements.

INDICATORS

(1) The district uses these program guides as references in carrying out the program analysis outlined in Standard 4D.

NOTE 1: *Curriculum and/or program guides issued by the Agency result from consultation with successful practitioners and recognized authorities in instructional fields. These guidelines share with districts good practice elsewhere. Although they are not accreditation regulations, significant departures from them should be justified by compelling reasons.*

NOTE 2: *A district has the option of using correspondence study and/or credit-by-examination in its credit curriculum arrangements. Regulations governing these options appear in the Appendix.*

Principle 7

Constructive, skillful, and personalized teaching is evident in implementing the instructional programs of the district.

STANDARDS:

7A. Professional members of the staff of the district are assigned to positions for which they are qualified.

INDICATORS

(1) Where educational qualifications other than, or in addition to, possession of a state teaching certificate are stipulated for professional, paraprofessional, or other classified staff members, these are observed in making staff assignments. The Requirements for Assignment of Teachers appear in the Appendix.

7B. Teachers in the district employ strategies and techniques known to be effective in causing students to learn. Methods and practices likely to have negative effects upon students are not condoned.

INDICATORS

(1) Instructional strategies and techniques (a) are suitable to the students being taught, (b) comprehend the learner's internal and external behaviors as well as level of intellectual development, and (c) call for active, acquisitive, self-initiated learning as well as for more passive methods of acquisition of knowledge.

(2) An increasing number of the district's teachers are manifesting skill in teaching toward the objectives targeted for them (see Standard 4B).

(3) In counseling students, professional personnel use methods which have proven merit for helping individual students cope with problems and make plans.

(4) Teachers, as individuals, feel that they are encouraged to teach well and to develop or adopt promising methods for instructional success.

(5) To secure evidence that reveals districtwide status with respect to this Standard, a systematic arrangement for performance assessment is operated. This system includes individual, cooperative conferences with teachers.

NOTE: *The system referred to here is integral with the program assessment, as outlined in Standard 4D.*

7C. Teachers demonstrate respect for the human worth and dignity of individual students. Teachers' actions foster the student's development as a person.

INDICATORS

(1) The district has adopted an official policy toward safeguarding and developing the individuality of students. This policy defines a style of humane treatment which administrators and teachers are expected to accord to students. Teachers are informed regarding acts and attitudes which should occur in their teaching as well as those which should be avoided. Safeguards are provided to prevent discrimination based on race, color, national origin, sex, or handicapping condition.

(2) Most teachers at all grade levels are putting extra effort into helping students overcome obstacles to their full development as persons (see Standard 5E, Indicators 2, 4, 6, and 7).

(3) Teachers, teacher aides, student services personnel, and the program management cooperatively exhibit teaching which treats the student as a whole person.

(4) To assist teachers in knowing and treating students as individuals, the district provides supportive services, professionally staffed, for student appraisal and diagnosis as well as for consultation in developing teaching strategies. Personnel assigned primarily to provide counseling service for students and to help teachers with referred students are available commensurate with financial capacity of the district to support such services.

(5) The district encourages teachers to work closely with parents for the child's best interest.

(6) The letter and the spirit of Texas statutes on child abuse are adhered to by the district, pursuant to policies adopted and issued by the board of trustees.

7D. The district is organized in a way that advances better teaching.

INDICATORS

(1) Teachers use materials, equipment, modes of communication, and teaching space arrangements known to be conducive to successful learning by students. The district organization makes it possible for teachers to use such instructional resources. Libraries and/or learning resource centers are sites for teaching and learning. Teachers have access to materials and assistance for making instructional aids.

NOTE: *The district is encouraged to use instructional resources available through education service centers or other resource centers.*

(2) The ratio of students in average daily attendance to certified teachers does not exceed 25 to 1 districtwide. Class sizes are kept to levels which do not reduce student learning. Consistent with cost-effectiveness, the district should be prepared to justify abnormally large class sizes. Reasonable discretionary judgment is the province of local authorities and is expected.

(3) Teachers are protected against unrealistic expectations. Instructional objectives set for students taught by a given teacher are realistic for the students assigned to that teacher. Housekeeping chores, meetings, ancillary projects, and schedule interruptions are minimal. The district is using all the leeway it has to prevent loading extra duties upon regular teachers or interfering with their class schedule.

(4) The district is making strong efforts to protect good teaching from the negative effects of disruptive behavior of students or outsiders.

(5) Procedures used in staffing for instruction support better teaching. New teachers are selected on the basis of competence in teaching and knowledge in the area of specialization and other criteria established by the district. Placement of teachers in positions also follows these criteria.

(6) Evaluations of job performance by professionals and paraprofessionals engaged in instruction are centered upon teaching performance and other criteria established by the district (see Standard 3F, Indicator 5). Standards 7A and 7B are included in the rationale for such evaluations. The regular evaluations, in which teaching personnel participate, assist in the development of effective teaching. Planners of the staff development program use these evaluative findings in assessing teacher needs to be addressed in their inservice program.

(7) The district operates a staff development program. This program is designed and operated as an accountability and educational improvement system. Its purpose is to overcome discrepancies between teaching skills possessed and teaching skills required to achieve adopted student learning objectives. The district has a system for teaching teachers which is comparable to the system described for students under Principle 4.

NOTE: *In achieving this aim, the system may include staff development sponsored by an education service center, the Texas Education Agency, and other external agencies.*

(8) The district furnishes teachers with consultative and supervisory leadership which helps them to become better teachers and to maintain reasonable standards for student learning. The district also improves teaching through staff development and other efforts, and is accountable for doing so. It is engaged in continued help to individual teachers as they teach the particular students and subjects they are assigned.

(9) Teachers and administrators are undertaking self-initiated efforts to improve their skills and competencies. The district encourages such undertakings.

(10) Evaluation of teacher performance is based upon the criteria outlined in Indicators (5) and (6) of this Standard, with due recognition of student learning produced. Opportunities are offered for teachers to overcome deficiencies. Grave deficiencies in teaching skills and/or knowledge of curriculum content on the part of a teacher, which are not being satisfactorily remedied, result in termination of employment. Fairness in termination actions is safeguarded by due process rights accorded to the teacher. In the interest of students, however, the district moves expeditiously to correct or eliminate gravely deficient teaching.

Principle 8

Instructional and related programs appropriate to special needs of students are provided.

STANDARDS:

8A. The district provides programs to address pressing educational needs existing in the geographic area served.

INDICATORS

(1) Services are rendered to those other than K-12 students and their parents when community needs are identified, provided that such services are not of such magnitude as to interfere with adequate attention by the board, its administrative staff, and other district personnel to the educational needs of their in-school students.

(2) The district is seeking to ensure that the educational needs of out-of-school youth and adults are provided for. Offerings are coordinated with public community colleges or vocational schools in the same territory as the school district.

(3) School district authorities seek opportunities to participate in community planning and decisions.

8B. The district provides instructional and related programs for students with identified special needs. These special instructional programs conform with statutes and/or state plans.

NOTE 1: *Standard 8B applies to Education for the Handicapped, Bilingual Education, Vocational-Technical Education, Career Education, Education of the Gifted and Talented, State Compensatory Education, Programs under Title I of the Elementary and Secondary Education Act, and Education of Migrants.*

NOTE 2: *Instructional programs implement the spirit of state law with respect to equal and/or compensatory opportunities for segments of the district's population. All programs advance intercultural understanding and respect.*

ADMINISTRATIVE AND TECHNICAL SUPPORT

Principle 9

Management, administration, and technical resources are used to advance learning by students and to discharge accountability and educational improvement.

STANDARDS:

9A. The top administrative positions in the district are filled by persons who manage well and exert leadership toward accountability and educational improvement.

INDICATORS

(1) The board of trustees assesses the performance of the superintendent. It provides opportunities and encourages administrators to acquire additional skills in areas of need identified through performance evaluations. Administrator(s) take advantage of such opportunities. These skills become the basis for recruitment and selection of persons to fill vacancies.

(2) The quality of the Five-Year Priorities Plan (Standards 4F and 4G) and its development and implementation are one evidence of those skills and the level of performance of top administrators.

9B. The principal provides instructional leadership for the planning, operation, supervision, and evaluation of the educational program of the school which the principal is assigned to manage.

INDICATORS

(1) District policies encourage flexibility and initiative on the principal's part in exercising instructional leadership.

(2) When the size and complexities of an individual school so demand, the effectiveness of the principal is maintained by additional staff and/or technical support.

NOTE: *Additional staffing is not necessarily required to be allocated to the school for this purpose. In large districts centralized data processing may be economical. The district should take care to ascertain whether routine duties placed upon the principal are effective commensurate with the value of the principal's time and attention.*

9C. The district's administrative and managerial staff is adequate to provide for effective management of the district.

NOTE: *See Standards 3C, 3E, and 3F for some dimensions of the demand for effective governance. Also see Principle 4 and its related Standards, since these generate important demands for administrative resources.*

INDICATORS

(1) The district conducts periodic assessments of its administrative staffing. The findings are used to make improvements in management.

NOTE: *Assessment may be a part of the accreditation Self-Study, or done separately and in parts.*

9D. Effective systems are utilized to collect and process information essential to effective governance and management.

INDICATORS

(1) Electronic data processing is used in cases where it is judged to be more effective than alternative methods for handling data.

NOTE: *Districts are encouraged to obtain data processing services through the regional computer network, when this is more advantageous to the district than alternative methods.*

(2) Accurate inventories of property and equipment are maintained.

(3) Accurate records are kept on personnel, students, and financial transactions.

(4) Tax assessment and collection in the district are technically adequate and properly managed to discharge the obligations set by state law.

PHYSICAL PLANT AND EQUIPMENT

Principle 10

The district provides physical plant and equipment which are adequate to support a program that meets the educational needs of its students, are positive in effects upon teaching and learning, reflect citizens' esteem for their schools, and are designed and operated for maximum utilization.

STANDARDS:

10A. School buildings and their campuses afford adequate settings for carrying out the assigned instructional programs and supportive operations.

INDICATORS

(1) Design, size, and decor of facilities are appropriate to their functions.

NOTE: *In a multi-campus district, seriously deficient status of one or more buildings brings into question compliance with this Standard. This is especially true where evidence of illegal discrimination, or of indifference toward corrections, exist. In general, however, the district is judged on the composite fit of all buildings/campuses with Standard 10A.*

(2) Facilities which house board meetings and the superintendent's office provide adequate space and are conveniently accessible for citizens and employees who participate in defining goals, policies, and programs (see Standard 3E).

10B. School buildings, their campuses, and auxiliary facilities afford maximum safety, protection of health, and accommodation to physical conditions of those who use them.

INDICATORS

(1) Adequate provisions are made for safety of students on campus and from street traffic.

(2) Precautions to prevent fires and provisions for effective escape from fire and protection from dangers caused by severe weather conditions are installed.

(3) Ventilation, cooling, heating, and lighting protect the health and comfort of users.

(4) Adaptations for handicapped persons are provided.

10C. Operation and maintenance of physical facilities ensure continuously positive settings for users and observers.

INDICATORS

(1) The facilities are clean and orderly. Dependable functioning of mechanical systems is maintained. Restrooms and locker rooms are regularly cleaned and sanitized.

(2) If smoking is permitted on campus, it is restricted to designated areas.

(3) Operation and maintenance conserve the physical facilities and overcome unsatisfactory conditions produced by time and wear.

(4) Janitorial and operating supplies and replacement items are of good grade and are constantly adequate.

10D. Regular maintenance and inspection procedures for student transportation equipment and its daily operation ensures maximum safety.

NOTE: *The Division of School Transportation in the Agency is responsible for enforcing regulations covering transportation of students.*

INDICATORS

(1) Beyond compliance with statutes, the district also provides prudent and corrective safeguards against dangers to students transported. The district has on hand adequate assurances as to safety of the equipment and the qualifications of operators whether these student transportation services are provided by the district or contracted to another party.

10E. Instructional equipment of satisfactory quality and quantity is available and is used to promote and support better teaching (see Standard 7D, Indicator 1).

INDICATORS

(1) Availability refers to presence of such equipment in the district or in other accessible repositories (such as the regional education service center). However, effective use is the test of availability.

(2) Since some such equipment requires technically competent personnel to ensure effective use, presence of such personnel is essential to the fulfillment of this Standard.

(3) "Satisfactory quality and quantity" is judged by the district. However, by the proportion of its resources it devotes to such equipment the district gives evidence of its seriousness in conforming to Standard 7D, Indicator (1).

(4) In exercising these judgments, the district conducts assessments of its equipment resources, using criterion guides and teacher testimony as a part of its Self-Study as well as at more frequent intervals (see Standard 4D).

SECTION THREE: APPENDIX
ADDITIONAL ACCREDITATION REGULATIONS

1. ESSENTIAL CURRICULUM ELEMENTS PRESCRIBED BY STATE LAW AND STATE BOARD OF EDUCATION POLICY

The Texas Education Code mandates that each school district provide instruction for its students in certain specified curriculum areas. State law further gives the Commissioner of Education authority to require additional curriculum elements (TEC 21.108). These curriculum elements are defined for purposes of school accreditation as *essential* or *basic* areas of learning in which basic competency is expected to be achieved by every student. The remainder of the curriculum may be regarded by the district as consisting of highly desirable learning outcomes, but not necessarily essential for *every* student to attain.

(a) Essential Curriculum Elements Prescribed By State Law

The statutes mandating these areas are contained in the following table. (Numbers in parentheses refer to Texas Education Code.)

English Language Usage	Mathematics	Citizenship	Health & Physical Development
Mastery of English (21.109, 21.451, 21.455)	Arithmetic (21.101)	Citizenship (2.01)	Physiology & Hygiene (21.101, 21.104)
Speaking English (21.454)	Mental Arithmetic (21.101)	U.S. & Texas Constitutions (21.106)	Physical Education (21.101, 21.117)
Comprehending English (21.454)		Civil Government (21.101)	Effects of Alcohol & Narcotics (21.101, 21.113)
English Grammar (21.101)		U.S. History (21.101, 21.454)	
Reading in English (21.101, 21.454)		Texas History (4.15, 21.101, 21.103)	
Composition (21.101, 21.454)		Intelligent Patriotism (4.16, 21.102)	
Penmanship (21.101)		Essentials & Benefits of Free Enterprise (21.103)	
Orthography (spelling) (21.101)		History & Culture Associated with Student's First Language (21.454)	
		Modern Geography (21.101)	
		Kindness to Animals, Protection of Birds and Their Nests and Eggs (21.105)	
		Dangers of Crime (& Narcotics) (21.113)	

(b) Essential Curriculum Elements Required By State Board of Education Policy

Under the authority granted in Section 21.108 of the Texas Education Code, State Board of Education Policy 3221 requires that students in elementary and secondary schools receive instruction in science.

As Board policy, these accreditation regulations also include requirements for instruction in science in elementary schools and completion of science courses for high school graduation.

2. REQUIRED CLOCK HOURS AND DAYS OF INSTRUCTION

Required clock hours and days of instruction are as follows:

Each school district submits its school calendar, showing not less than 180 days of available instruction, to the Texas Education Agency.

School is in session at least seven hours each day, including intermissions and recesses. Not less than six hours per day, excluding lunch periods, shall be devoted to instruction. The primary grades may be dismissed somewhat earlier than the other grades.

School districts having to use half-day sessions obtain permission to operate with the shortened day from the Division of Administrative Services of the Texas Education Agency.

3. DESCRIPTION OF BALANCED ELEMENTARY CURRICULUM

Each elementary school maintains a balanced curriculum offering, including English language arts*, science, mathematics, social studies, art, drama, music**, health, physical education, and, if desired, foreign languages. Curriculum content is not prescribed in detail by the Agency, but local instructional plans may draw upon state curriculum frameworks and program standards as appropriate.

The elementary school curriculum is considered to be balanced when the offerings listed above are included in the instructional program for students. The responsibility for enabling all children to participate actively in a balanced curriculum which is designed to meet individual needs rests with the local school district.

The daily schedule includes instruction in the areas of English language arts, science, mathematics, social studies, and physical education. The time allocated for instruction in each of these areas is determined by results of students needs assessment conducted by the local school district (Principle 4, Standard 4C) and by diagnosis of individual pupil competencies and deficiencies.

The weekly schedule includes art, music, drama, and health. A balanced curriculum does not stress one of these areas to the detriment of others in the total program. In addition to being treated as separate subjects, art, music, and drama are included, when appropriate, in all areas of the elementary curriculum.

Career education, drug education, and safety education are integrated into all areas of the program. The inclusion of foreign languages and industrial arts in the elementary curriculum is encouraged. Bilingual education is offered in accordance with appropriate statutes. Districts are encouraged to exceed minimum requirements of the law.

Citizenship, conservation of natural resources, and understanding of the free enterprise system are correlated with instruction in curriculum offerings.

Local instructional plans are in written form. They specify goals and objectives; describe procedures for diagnosis, prescription, and evaluation in terms of individual pupil progress and curriculum balance; and provide for cooperative planning by professional and nonprofessional staff members.

4. LIST OF APPROVED SUBJECTS AND COURSES, GRADES 7-12

(a) The following list describes approved subjects and courses to be offered in grades 7-12 and indicates the amount of time for each subject in grades 7 and 8 and the number of quarter units of credit that can be awarded for each course in grades 9-12. This system of awarding credits in grades 9-12 is centered around a class period of 55 minutes in length.

If the district wants to award credit on the basis of periods of greater length (for example, 80 minutes) a request should be sent to the Division of School Accreditation for complete information on the approved courses and the number of units of credit to be awarded when the extended class period is used.

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*Reading, literature, oral language, composition, speech, handwriting, spelling, mechanics, usage, and grammar.

**Refers to general music, which is the basic program. Choral and instrumental music may be offered in addition to general music.

(b) Courses offered for a unit of credit in grades 9-12 are scheduled for a minimum of 160 clock hours of class instruction.

A course may be considered completed and credit awarded under either of the following conditions:

The student has been enrolled in a course scheduled for the minimum clock hours and has made satisfactory progress.

The student has demonstrated achievement by meeting the standard requirements of the course, regardless of the time he/she has been enrolled in the course.

NOTE: *A unit of credit is the equivalent of the study of a subject that is scheduled for a minimum of 160 clock hours, which traditionally is one 55-minute period per day for the school year.*

This definition is based on the usual operation of schools. Deviations from the usual operation are acceptable for meeting the unit of credit so long as the school makes available the amount of time required to permit the individual to meet the acceptable achievement standards for the course.

A quarter unit of credit is one-third of the minimum of 160 clock hours, or one-third of the acceptable achievement standards for the course.

LIST OF APPROVED SUBJECTS AND COURSES, GRADES 7-12

QUARTER PLAN

Subjects Courses	Grade Placement	Quarter Time (7-8) or Credit (9-12)	Prerequisite and Other Information
BUSINESS EDUCATION			
Typewriting 1, 2, 3 Middle School	7-8	45 clock hours, minimum	Taken in sequence
Notetaking, Middle School	7-8	45 clock hours, minimum	
Blazing the World of Work	7-9	45 clock hours or 1 quarter	
Business Forms in Your Future	7-9	45 clock hours or 1 quarter	
File it Right	8-10	45 clock hours or 1 quarter	
Personal Business Management	9-11	2 quarters	
Exploring Business and Office Careers	9-11	1 quarter	
Typewriting 1, 2, 3	9-12	1, 2, 3 quarters	Taken in sequence
Advanced Typewriting 1, 2, 3	11-12	1, 2, 3 quarters	Advanced Typewriting 1: Typewriting 3 Advanced Typewriting 2: Advanced Typewriting 1 Advanced Typewriting 3: Advanced Typewriting 2
Business Mathematics 1, 2, 3	10-12	1, 2, 3 quarters	Business Mathematics 2: Business Mathematics 1 or equivalent Business Mathematics 3: Business Mathematics 2
Business Law 1, 2, 3	11-12	1, 2, 3 quarters	Taken in sequence
Salesmanship	11-12	1 quarter	
Shorthand 1, 2, 3	10-12	1, 2, 3 quarters	Typewriting 3 or concurrent enrollment Taken in sequence
Advanced Shorthand 1, 2, 3	12	1, 2, 3 quarters	Advanced Shorthand 1: Typewriting 3 and Shorthand 3 Advanced Shorthand 2: Advanced Shorthand 1 Advanced Shorthand 3: Advanced Shorthand 2
Accounting 1, 2, 3	10-12	1, 2, 3 quarters	Taken in sequence
Advanced Accounting 1, 2, 3	11-12	1, 2, 3 quarters	Advanced Accounting 1: Accounting 3 Advanced Accounting 2: Advanced Accounting 1

Subjects Courses	Grade Placement	Quarter Time (7-8) or Credit (9-12)	Prerequisite and Other Information
			Advanced Accounting 3: Advanced Accounting 2
Recordkeeping 1, 2, 3	9-12	1, 2, 3 quarters	Taken in sequence Not open to students who have credit in Accounting
Office Procedures	11-12	3 quarters	Typewriting 3 or equivalent
Office Machines	11-12	3 quarters	Typewriting 3 or equivalent
Business Communications 1, 2	10-12	1, 2 quarters	3 quarters Typewriting 3 quarters English Taken in sequence
Data Processing	10-12	1 quarter	
Computer Programming	10-12	1 quarter	Data Processing
Notetaking	10-12	1 quarter	
Business Management 1, 2	11-12	1, 2 quarters	Taken in sequence
Business Ownership	11-12	1 quarter	
Advertising	11-12	1 quarter	
Human Relations and Ethics in Business	11-12	1 quarter	
Insurance	11-12	1 quarter	
Investments	11-12	1 quarter	
Real Estate	11-12	1 quarter	
Transportation	11-12	1 quarter	
Fundamentals of the Free Enterprise System	9-12	1 quarter	
ENGLISH LANGUAGE ARTS			
English Language Arts	7-8	270 clock hours, required minimum	
Corrective English Language Arts	7-8	45 clock hours, in each grade	Concentrated in one or more areas of English language arts
Speech	8	45 clock hours, minimum	
English I	9	3 quarters	9 quarters required for graduation, taken in sequence if possible
English II	10	3 quarters	
English III	11	3 quarters	
English IV	12	1, 2, or 3 quarters	
Speech I	9-12	1, 2, or 3 quarters	
Speech II	9-12	1, 2, or 3 quarters	Speech I, 3 quarters
Speech III	9-12	1, 2, or 3 quarters	Speech I, 3 quarters

Subjects Courses	Grade Placement	Quarter Time (7-8) or Credit (9-12)	Prerequisite and Other Information
Speech IV	10-12	1, 2, or 3 quarters	Speech I, 3 quarters, and Speech II or Speech III, 3 quarters
Journalism I	10-12	3 quarters	
Journalism II	11-12	2, 3 quarters	Journalism I
Reading Improvement	9-12	1 quarter	
Corrective Reading	9-12	1, 2 quarters	
FINE ARTS			
ART			
Art	7-8	45 clock hours, minimum	
Art I	9-12	1, 2, 3 quarters	Taken in sequence
Art II	10-12	1, 2, 3 quarters	Art I
Art III	11-12	1, 2, 3 quarters	Art I and II
Art IV	12	1, 2, 3 quarters	Art I, II, and III
DRAMA			
Drama	8	45 clock hours, minimum	
Drama I	9-12	1, 2, 3 quarters	
Drama II-III	10-12	1, 2, 3, 4, 5, 6 quarters	Drama I, 3 quarters
MUSIC			
*Applied Music (Individual Study)		8	
General Music	7-8	135 clock hours, minimum	
Band	7-8	135 clock hours, minimum	
Orchestra	7-8	135 clock hours, minimum	
Choral Music	7-8	135 clock hours, minimum	
Stage Band	7-8	135 clock hours, minimum	**Concurrent membership in band or orchestra
Instrumental Ensembles	7-8	45 clock hours, minimum	***Concurrent membership in band or orchestra
Band I-IV	9-12	3, 6, 9, 12 quarters	
Orchestra I-IV	9-12	3, 6, 9, 12 quarters	
Choral Music I-IV	9-12	3, 6, 9, 12 quarters	
Stage Band	9-12	1, 2, 3 quarters per year, up to twelve quarters	**Concurrent membership in band or orchestra

*Applied Music (Individual Study) is to be offered only according to the plan outlined in Bulletin 756, ***Applied Music (Individual Study)***.
**Exceptions permitted for piano or organ, guitar, bass, vocalist(s). Student Assignment determined by the director.
***Student assignment by the director.

Subjects Courses	Grade Placement	Quarter Time (7-8) or Credit (9-12)	Prerequisite and Other Information
Instrumental Ensembles	9-12	1, 2, 3 quarters per year, up to twelve quarters	*Concurrent membership in band or orchestra
Vocal Ensembles	9-12	1, 2, 3 quarters per year, up to twelve quarters	*Concurrent membership in a choral music organization
Music Theory I	9-12	3 quarters	
Music Theory II	10-12	3 quarters	Music Theory I
Music History and Literature	10-12	3 quarters	
**Applied Music (Individual Study) I-IV	9-12	2, 4, 6, 8 quarters	
FOREIGN LANGUAGES			
Latin I-VI	7-12	(7-8) 135 clock hours (9-12) 3, 6, 9, 12 quarters	Taken in sequence through Level III
French I-VI	7-12	(7-8) 135 clock hours (9-12) 3, 6, 9, 12 quarters	Taken in sequence through Level III
German I-VI	7-12	(7-8) 135 clock hours (9-12) 3, 6, 9, 12 quarters	Taken in sequence through Level III
Russian I-IV	7-12	(7-8) 135 clock hours (9-12) 3, 6, 9, 12 quarters	Taken in sequence through Level III
Spanish I-VI	7-12	(7-8) 135 clock hours (9-12) 3, 6, 9, 12 quarters	Taken in sequence through Level III
Czech I-II	7-12	(7-8) 135 clock hours (9-12) 3, 6 quarters	Taken in sequence
HEALTH			
Health Education	7-8	45 clock hours minimum in each grade	
Health Education I	9-10	2 quarters, required	
Health Education II	10-12	1, 2 quarters	Health Education I
Advanced Physiology and Hygiene	10-12	1, 2 quarters	Health Education I
INDUSTRIAL ARTS			
CRAFTS			
General Crafts	9-12	1, 2, 3 quarters	
Ceramics	10-12	1, 2, 3 quarters	
Jewelry	10-12	1, 2, 3 quarters	

*Student assignment by the director.

Applied Music (Individual Study) is to be offered only according to the plan outlined in Bulletin 756, ***Applied Music (Individual Study)*.

Subjects Courses	Grade Placement	Quarter Time (7-8) or Credit (9-12)	Prerequisite and Other Information
Leatherworking	10-12	1, 2, 3 quarters	
Plastics	10-12	1, 2, 3 quarters	
DRAFTING			
General Drafting	9-12	1, 2, 3 quarters	
Architectural Drafting I	10-12	1, 2, 3 quarters	General Drafting
Architectural Drafting II	11-12	1, 2, 3 quarters	Architectural Drafting I
Machine Drafting I	10-12	1, 2, 3 quarters	General Drafting
Machine Drafting II	11-12	1, 2, 3 quarters	Machine Drafting I
Pre-Engineering Descriptive Geometry	12	1, 2, 3 quarters	Algebra 4, Geometry
Pre-Engineering Drafting	10-12	1, 2, 3 quarters	Geometry
Technical Drafting I	10-12	1, 2, 3 quarters	General Drafting
Technical Drafting II	11-12	1, 2, 3 quarters	Technical Drafting I
ELECTRICITY-ELECTRONICS			
General Electricity	9-12	1, 2, 3 quarters	
Basic Electronics	10-12	1, 2, 3 quarters	General Electricity
GRAPHIC ARTS			
General Graphic Arts	9-12	1, 2, 3 quarters	
Photography I	10-12	1, 2, 3 quarters	
Photography II	11-12	1, 2, 3 quarters	Photography I
Printing I	10-12	1, 2, 3 quarters	
Printing II	11-12	1, 2, 3 quarters	Printing I
GENERAL SHOP			
Introductory General Shop	7-8	45 clock hours, minimum	
General Shop I	9-12	1, 2, 3 quarters	
General Shop II	10-12	1, 2, 3 quarters	General Shop I
INDUSTRIAL MATERIALS AND PROCESSES			
Introductory Construction Technology	7-8	45 clock hours, minimum	
Introductory Manufacturing Technology	7-8	45 clock hours, minimum	
Industrial Materials and Processes	10-12	1, 2, 3 quarters	
METALWORKING			
General Metalworking I	9-12	1, 2, 3 quarters	

Subjects Courses	Grade Placement	Quarter Time (7-8) or Credit (9-12)	Prerequisite and Other Information
General Metalworking II	10-12	1, 2, 3 quarters	General Metalworking I
POWER MECHANICS			
General Power Mechanics I	9-12	1, 2, 3 quarters	
General Power Mechanics II	10-12	1, 2, 3 quarters	General Power Mechanics I
WOODWORKING			
General Woodworking	9-12	1, 2, 3 quarters	
Machine Woodworking	10-12	1, 2, 3 quarters	General Woodworking
MATHEMATICS			
Mathematics	7-8	270 clock hours, required minimum	
Fundamentals of Mathematics 1q, 2q, 3q, 4q, 5q, 6q	9-10	1, 2, 3, 4, 5, 6 quarters	FOM 1q, 2q: 2 grade levels below in mathematics achievement FOM 3q: Not open to students with credit in Algebra Iq, 2q FOM 4q, 5q, 6q: Not open to students with credit in Algebra 3q
Introduction to Algebra 1q, 2q, 3q, 4q, 5q, 6q	9-10	1, 2, 3, 4, 5, 6 quarters	IA 1q, 2q: One grade level below in mathematics achievement. Not open to students with credit in Algebra 3q
Algebra 1q, 2q, 3q	9-10	1, 2, 3 quarters	Algebra Iq: Math 8 Algebra 2q: IA 4q or Alg. 1q Algebra 3q: Alg. 2q
Algebra 4q, 5q, 6q	10-11	1, 2, 3 quarters	Alg. 4q: Alg. 3q Alg. 5q: Alg. 4q Alg. 6q: Alg. 5q
Geometry 1q, 2q, 3q	10-11	1, 2, 3 quarters	Geom. 1q: Alg. 3q or IA 6q Geom. 2q: Geom. 1q Geom. 3q: Geom. 2q
Trigonometry 1q, 2q	11-12	1, 2 quarters	Trig. Iq: Alg. 3q and Geom. 3q Trig. 2q: Trig. 1q
Analytic Geometry 1q, 2q	11-12	1, 2 quarters	A.G. 1q: Trig. 1q and Alg. 6q A.G. 2q: A.G. 1q
Elementary Analysis 1q, 2q	11-12	1, 2 quarters	E.A. 1q: Trig Iq and Alg. 6q E.A. 2q: E.A. 1q
Probability and Statistics	11-12	1 quarter	Alg. 6q
Mathematics of Consumer Economics 1q, 2q, 3q	11-12	1, 2, 3 quarters	Alg. 3q or IA 6q
Computer Mathematics 1q, 2q, 3q	10-12	1, 2, 3 quarters	Comp. Math 1q: Math 8 Comp. Math 2q, 3q: Comp. Math 1q

Subjects Courses	Grade Placement	Quarter Time (7-8) or Credit (9-12)	Prerequisite and Other Information
Calculus with Analytic Geometry 1q, 2q, 3q.	11-12	1, 2, 3 quarters	Calc. with A.G. 1q: E.A. 2q Calc. with A.G. 2q: Calc. with A.G. 1q Calc. with A.G. 3q: Calc. with A.G. 2q
Independent Study Courses			
● Number Theory	11-12	1 quarter	Alg. 6q and Geom. 3q
● Linear Programming	11-12	1 quarter	A.G. 2q
● Elem. Linear Alg.	11-12	1 quarter	A.G. 2q
● History of Math	11-12	1 quarter	IA 6q or Alg. 3q
● Survey of Math	11-12	1 quarter	2 years of math
PHYSICAL EDUCATION			
Physical Education	7-8	135 clock hours, minimum	
Physical Education I-IV	9-12	Up to 12 quarters; 5 quarters required	Taken in sequence
SCIENCE			
Plan A			
Life Science	7-8	45 clock hours, minimum	135 clock hours, minimum
Earth Science	7-8	45 clock hours, minimum	
Plan B			
General Science	7-8	135 clock hours, minimum	
Physical Science	9-12	3 quarters	
Biology I	9-12	3 quarters	
Chemistry I	9-12	3 quarters	
Physics I	9-12	3 quarters	
Geology	10-12	1, 2 quarters	3 quarters of any approved science course
Atmospheric Science	10-12	1, 2 quarters	3 quarters of any approved science course
Astro-Science	10-12	1, 2 quarters	3 quarters of any approved science course
Marine Science	10-11	1, 2 quarters	3 quarters of any approved science course
Biology II	12	3 quarters	Biology I, Chemistry I

Subjects Courses	Grade Placement	Quarter Time (7-8) or Credit (9-12)	Prerequisite and Other Information
Chemistry II	12	3 quarters	Chemistry I, Physics I
Physics II	12	3 quarters	Chemistry I, Physics I
Advanced Science	12	3 quarters	Two of the following: Biology I, Chemistry I, Physics I
Environmental Science	11-12	1, 2, 3 quarters	Biology I
SOCIAL STUDIES			
AMERICAN STUDIES			
Texas History and Geography	7	135 clock hours, required minimum	Of this total, 72 clock hours must be in Texas History (statutory requirement)
American History and Citizenship	8	135 clock hours, required minimum	Content includes the first part of a two-year program in American History, the second year to be continued in any grade 9-12
American History	9-12	3 quarters required	Content includes the second part of two-year program in American History begun in Grade 8
American Government	10-12	2, 3 quarters (2 required)	
Advanced Texas Studies	10-12	1, 2 quarters elective	
American Culture Studies	10-12	1, 2 quarters elective	
American Indian Studies	10-12	1, 2 quarters elective	
Mexican American Studies	10-12	1, 2 quarters elective	
Black American Studies	10-12	1, 2 quarters elective	
WORLD STUDIES			
World History Studies	9-12	3 quarters required in either World History or World Geography Studies	If offered as elective, credit may be 1, 2, or 3 quarter units
World Geography Studies	9-12	3 quarters required in either World Geography or World History Studies	If offered as elective, credit may be 1, 2, or 3 quarter units.
Latin American Studies	10-12	1, 2 quarters elective	
European Studies	10-12	1, 2 quarters elective	
Asian Studies	10-12	1, 2 quarters elective	
African Studies	10-12	1, 2 quarters elective	
Fundamentals of the Free Enterprise System	9-12	1 quarter	
ADVANCED SOCIAL SCIENCE PROBLEMS	10-12	1, 2 quarters elective	

Subjects Courses	Grade Placement	Quarter Time (7-8) or Credit (9-12)	Prerequisite and Other Information
INTRODUCTION TO SOCIAL SCIENCE DISCIPLINES			
Anthropology	10-12	1, 2 quarters elective	
Economics	10-12	1, 2 quarters elective	
Philosophy	10-12	1, 2 quarters elective	
Psychology	10-12	1, 2 quarters elective	
Sociology	10-12	1, 2 quarters elective	
VOCATIONAL EDUCATION			
AGRICULTURE			
Voc-Ag I	9-12	3 or 6 quarters	
Voc-Ag II	10-12	3 or 6 quarters	Voc-Ag I
Voc-Ag III	10-12	3 or 6 quarters	Voc-Ag I
Voc-Ag IV	11-12	3 or 6 quarters	Voc-Ag I; either Ag II or Ag III
Co-op I	11-12	6 quarter units for 160 clock hours plus 525 hours of supervised work experience	
Co-op II	11-12	6 quarter units for 160 clock hours plus 525 hours of supervised work experience	16 years of age
Pre-employment I	11-12	9 quarter units for 480 clock hours of classroom and laboratory training or 6 quarter units for 320 clock hours of classroom and laboratory training	
Pre-employment II	11-12	9 quarter units for 480 clock hours of classroom and laboratory training or 6 quarter units for 320 clock hours of classroom and laboratory training	
COORDINATED VOCATIONAL-ACADEMIC EDUCATION			
Academic Phase			
English/Language Arts	7-8	270 clock hours required minimum	
English I-IV	9-12	1-12 units, 9 units required	
Mathematics	7-8	270 clock hours required minimum	

Subjects Courses	Grade Placement	Quarter Time (7-8) or Credit (9-12)	Prerequisite and Other Information
Mathematics I-II	9-12	6 units required	
Science	7-8	135 clock hours, minimum	
Science I-II	9-12	6 units required	
Social Studies	7-8	270 clock hours required. Texas History and Geography in Grade 7. American History and Citizenship in Grade 8.	
Social Studies I-III	9-12	8 units required. American History, 3 units. World History or World Geography Studies, 3 units. American Government, 2 units.	
Vocational Phase			
Pre-employment Laboratory Training	7-8	2 consecutive class periods daily	14 years of age during the school year
	9-12	6 quarters, 320 clock hours of classroom and shop instruction per year	
Cooperative Training	9-12	6 quarters for 160 clock hours, plus 525 hours of supervised work experience	16 years of age
DISTRIBUTIVE EDUCATION			
Distributive Education I	11-12	6 quarters for 160 clock hours plus 525 hours of supervised work experience	16 years of age
Distributive Education II	12	6 quarters for 160 clock hours plus 525 hours of supervised work experience	16 years of age
Pre-employment	10-11 or 12	6 quarters for 320 clock hours. Maximum of 2 years	14 years of age
Combination (Pre-employment Laboratory and Cooperative Part-time)	10-11 for PEL portion; 11-12 for Co-op portion	3 quarters for the one year's enrollment in 1 hour Pre-employment class if followed by 3 quarters for 1 year's enrollment in the Co-op Part-time class with 525 hours of supervised work experience	14 years of age for the Pre-employment Laboratory class; 16 years of age for the Co-op Part-time class
HEALTH OCCUPATIONS EDUCATION			
Health Occupations Cooperative Training	11-12	6 quarters for 160 clock hours and 525 hours supervised work experience	16 years of age; Biology 1 year or taken concurrently
Health Occupations Pre-employment Laboratory	11-12	9 quarters for each 480 hours of instruction	Biology 1 year or taken concurrently

Subjects · Courses	Grade Placement	Quarter Time (7-8) or Credit (9-12)	Prerequisite and Other Information
HOMEMAKING EDUCATION			
Homemaking I	9-12	1, 2, 3 quarters	
Homemaking II	10-12	1, 2, 3 quarters	Homemaking I, 3 quarters
Homemaking III	11-12	1, 2, 3 quarters	Homemaking I and II, 6 quarters
Homemaking IV	12	1, 2, 3 quarters	Homemaking I, II, and III, 9 quarters
Child Development	11-12	1 quarter	
Consumer Education	11-12	2 quarters	
Consumer Education	11-12	1 quarter	Home and Family Living, 2 quarters
Home and Family Living	11-12	2, 3 quarters	
Home Management	11-12	1 quarter	
Home Nursing	11-12	1 quarter	
Home Furnishings	11-12	1 quarter	
Summer Phase	9-12	1 quarter per summer for not more than two summers	3 quarters of Homemaking for first summer; 6 quarters of Homemaking for second summer
Home Economics Cooperative Education I	11-12	6 quarter units for 160 clock hours of classroom instruction plus 525 hours of supervised work experience	16 years of age
Home Economics Cooperative Education II	12	6 quarter units for 160 clock hours of classroom instruction plus 525 hours of supervised work experience. Credit may be granted for 1, 2, or 3 quarters	Home Economics Cooperative Education I. Students may earn 12 quarter units if the occupation requires two years of training
Home Economics Pre-employment Laboratory I	10-12	6 quarter units for 320 clock hours of classroom and laboratory instruction in 2 consecutive class periods daily	
Home Economics Pre-employment Laboratory II	11-12	6 quarters units for 320 clock hours of classroom and laboratory instruction in 2 consecutive class periods daily. Credit may be granted for 1, 2, or 3 quarters	Home Economics Pre-employment Laboratory I. Students may earn 12 quarter units if the occupation requires two years of training
INDUSTRIAL EDUCATION			
Single Skilled Occupations	10-12	6 quarters for each 320 clock hours of instruction	

Subjects Courses	Grade Placement	Quarter Time (7-8) or Credit (9-12)	Prerequisite and Other Information
Skilled Occupations Shop Programs	10-12	9 quarters for each 480 hours of instruction	
Vocational Industrial Cooperative Training	11-12	6 quarters for 160 clock hours of instruction plus 525 hours of supervised work experience per year; 12 quarters total	16 years of age
OFFICE EDUCATION			
Office Education Cooperative Training	12	6 quarters for 160 clock hours plus 525 hours supervised work experience	16 years of age; 3 quarter units of typewriting, shorthand for secretarial occupations; bookkeeping for accounting occupations and office machine operators
Pre-employment Laboratory in Office Education	11 or 12	6 quarters for 320 clock hours in 2 consecutive class periods	3 quarter units of typewriting; shorthand for secretarial occupations; bookkeeping for accounting occupations and office machine operators
Pre-employment Laboratory in Office Education	11 or 12	9 quarters for 480 clock hours in consecutive class periods daily	3 quarter units of typewriting; shorthand for secretarial occupations; bookkeeping for accounting occupations and office machine operators
MISCELLANEOUS COURSES			
Driver Education Instruction	9-12	1, 2 quarters local credit	
General Agriculture (non-vocational)	7-12	3 quarters	
General Homemaking (non-vocational)	7-8	45 clock hours, minimum	
General Homemaking I-IV (non-vocational)	9-12	1-12 quarters	
Bible	9-12	1, 2, 3 quarters	
Aerospace/Aviation I	10-12	1, 2 quarters	
Aerospace/Aviation II	10-12	2 quarters	
Aerospace/Aviation Education III	11-12	1, 2 quarters	Aerospace/Aviation Education II
Aerospace/Aviation Education IV	11-12	2 quarters	Aerospace/Aviation Education III
Military Science I-IV	9-12	1-12 quarters	

5. DESCRIPTION OF CONTENT IN SECONDARY GRADES

(a) Curriculum content is not prescribed in detail by the Agency, but local instructional plans may draw upon curriculum frameworks and program standards as appropriate.

Local instructional plans are in written form. They specify goals and objectives; describe procedures for diagnosis, prescription, and evaluation in terms of individual student progress and curriculum balance; and provide for cooperative planning by professional and nonprofessional staff members.

Each accredited secondary school (grades 7-12) makes available to students the subjects listed below.

English (six years).

Mathematics (six years) including one year of Algebra and one year of Geometry.

Science (six years) including Biology, Chemistry, and Physics.

Social Studies (six years) including one year of Texas History* and Geography in Grade 7; two years of American History, including one year of American History and Citizenship in Grade 8, and 3 quarters of American History in any grade, 9-12; three quarters of either World History Studies or World Geography Studies in any grade, 9-12; two quarters of American Government which includes study of the Texas and United States Constitutions.** Instruction on the essentials and benefits of the free enterprise system is incorporated within the required courses of American History, World History Studies or World Geography Studies, and American Government.

Physical Education (six years) in accordance with Section 21.117, Texas Education Code.

Health in accordance with Sections 21.101 and 21.104, Texas Education Code.

Vocational education programs offered according to student needs and actual or anticipated opportunities for gainful employment. Because of the nature of the design of vocational education courses and the characteristic inclusion of a multi-quarter project or activity, the district shall enroll a student for three consecutive quarters in each vocational course in the school year in order for credit to be granted as earned.

An elective course on the free enterprise system (one quarter unit) in accordance with Section 21.1031, Texas Education Code.

A foreign language program according to local needs.

Additional elective courses sufficient to meet the needs of students in grades 7 through 12.

(b) All students complete the following subjects in grades 7 and 8.

Subject	Clock Hours, Minimum
English Language Arts	260
Mathematics	260
Social Studies	260
Texas History and Geography, American History and Citizenship	
Science	130
Physical Education	130

*Section 21.103, Texas Education Code.

**Section 21.106, Texas Education Code.

English language arts includes reading, literature, composition (oral and written), spelling, grammar, usage, and mechanics.

Social Studies includes a minimum of 130 clock hours in Texas History and Geography, Grade 7; a minimum of 130 clock hours in the study of American History and Citizenship, Grade 8, which is the first part of a two-year American History program to be continued in any grade, 9-12.

Science is taught by the laboratory method and organized according to one of the following plans:

Plan A: Life Science (45 clock hours, minimum) and Earth Science (45 clock hours, minimum) in grades 7 and/or 8, (for a minimum of 130 clock hours in the combined grades) or,

Plan B: General Science (a minimum of 130 clock hours) including Life, Earth, and Physical Science, in grades 7 and/or 8.

In addition to the required subjects, students will complete 450 clock hours from the subjects listed below.

Foreign Languages	Speech
Art	Drama
Music	Business Education
General Homemaking	Industrial Arts
Health	Science
Occupational Training	Physical Education

(c) Schools limit individual students to one period during the regularly scheduled school day for practice of inter-school competitive athletics and for programs in which body conditioning, training, or other activities in one of the team sports is the objective of the teacher and students.

Schools using one period per day for activities in competitive athletics:

Have written board policies which outline the athletic program and state the beginning and ending dates of each team sport.

Have written guides for each team sport of the inter-school competitive athletic program stating the educational objectives and expected student outcomes.

Limit students to one 55-minute period during the regular school day for participation in competitive athletic activities or physical education.

Provide for athletes in their off season a physical education class conducted according to a course outline that includes lifetime sports and other carry-over activities.

Require a minimum of two quarter units of health instruction (grades 9-12).

Limit the amount of credit earned in competitive athletic activities to five quarter units which may be counted in the minimum 55 quarter units required for high school graduation (grades 9-12).

6. REQUIREMENTS FOR HIGH SCHOOL GRADUATION

(a) Graduates of each high school are awarded the same type of diploma.

The transcript, rather than the diploma, records individual accomplishments, achievements, and courses completed.

(b) All students must complete at least 55 quarter units of credit or equivalent, to receive a high school diploma.

The required 55 quarter units include the following specified subjects:

English (9 quarter units).
World History Studies or World Geography Studies (3 quarter units).
American History (3 quarter units) (includes the second year of a two-year program begun in Grade 8).
American Government (2 quarter units).
Mathematics (6 quarter units).
Science (6 quarter units).
Physical Education (5 quarter units).
Health Education (2 quarter units).
Electives from the "List of Approved Subjects and Courses, Grades 7-12" (19 quarter units).

Courses taught as a part of the basic graduation requirement in grades 7-12 follow titles, credits, prerequisites, and time allotments found in the "List of Approved Subjects and Courses, Grades 7-12."

Schools desiring to develop courses not on the "List of Approved Subjects and Courses, Grades 7-12" submit a course description to the Division of School Accreditation, Texas Education Agency, for approval to teach such a course, and submit an evaluation at the close of the year. A description of the teacher's preparation and qualifications for teaching the course must also be submitted.

Credit for a course not included in the approved list but given individual approval by the Division of School Accreditation may be used in the minimum 55 quarter units required for high school graduation under two conditions:

(1) if the course has been approved and taught once; and

(2) if the evaluation report submitted at the close of the course justifies its continuation and specifies how it will be used in meeting graduation requirements.

The graduation requirement in mathematics must be fulfilled by credit for any six quarter units from the "List of Approved Subjects and Courses, Grades 9-12." Local board policy ensures that the school will assist the student, with the approval of his parents, in selecting the courses appropriate to his needs in moving toward his educational goals.

The science requirement of six quarter units may be fulfilled in one of the following ways:

Completion of six quarter units of science taught by the laboratory method selected from the science courses for grades 9-12.

Completion of 130 clock hours of science taught by the laboratory method as described in the requirements for grades 7 and 8 (this work in grades 7 and 8 is not to be counted as one of the 55 basic high school quarter units required for graduation), and three quarter units of science taught by the laboratory method from the science courses for grades 9-12.

Driver Education may be offered to students who are 15 years of age but may not be one of the basic 55 quarter units required for graduation.

Driver Education, if offered, is available for all students 15 years of age or older.

The course is scheduled and taught in compliance with the *Standards for an Approved Course in Driver Education in Texas Schools*, adopted jointly by the Texas Education Agency and the Department of Public Safety, 1970.

The appropriate curriculum guide is required for the type of instruction being given. The guides are:

Curriculum Guide for Driver Education
Curriculum Guide for Simulation and In-Car Instruction
Curriculum Guide for Multi-Car Driving Range

Each of the guides is published by the Texas Education Agency, and the latest revision is to be used.

Instructors are scheduled to teach no more than six (6) hours each day, including class, in-car instruction, and other subjects.

The requirement in Health Education and Physical Education should be completed by two quarter units in Health Education and five quarter units of Physical Education according to the approved State description of courses.

Students are classified for physical education on the basis of health into one of the following:

Unrestricted – not limited in activities.

Restricted – excludes the more vigorous activities.

Adapted and remedial – specific activities prescribed or prohibited for students so classified as directed by a physician licensed to practice in the State of Texas.

The district may develop a plan, approved by the board of trustees, which allows individual students to be graduated without fully meeting the physical education requirements. This plan should not waive the requirement for two quarter units of Health Education. (Effective scheduling minimizes the necessity for using this alternative.) Such a plan provides that:

Such students are participating in courses or activities that contribute to physical fitness such as band, cooperative vocational programs, and vocational shop programs.

A student who has not completed the requirement in physical education will resume instruction in this subject when the conflict in scheduling is resolved.

The permanent record of the student includes the alternative courses taken.

No units of credit are given in physical education to students participating in this plan.

7. REQUIREMENTS FOR ASSIGNMENT OF TEACHERS

(a) All professional personnel are graduates of colleges and universities which are (1) approved by the Texas Education Agency for teacher education programs or (2) otherwise recognized by the Texas Education Agency for public school professional employment purposes.

Exception: Certain exceptions are specified in Agency Bulletin 753, *Guidelines for School Personnel: Certification, Allocations, and Records*.

(b) All professional personnel hold valid Texas teacher certificates appropriate for their current assignments.

(c) Teachers are assigned in areas or subjects for which they have completed an approved program of teacher education.

(1) An individual who met standards which were in effect for teaching a subject prior to September 1, 1966, shall remain eligible to teach the subject without additional preparation. Requirements in effect for particular years prior to September 1, 1966, are detailed in Columns II and III in the list of Requirements for Assignment of Teachers (see pages 53-60).

(2) An individual receiving a secondary certificate dated after September 1, 1966, must have the proper teaching field on the certificate in order to meet standards for teaching the subject in grades 7-12. Where teaching fields have been added after September 1, 1966, that modify minimum requirements for teaching a subject, such modifications are explained in footnotes on the appropriate page(s) of the list of Requirements for Assignment of Teachers.

(3) An individual who met the preparation requirements in effect for a subject in the "List of Approved Subjects and Courses, Grades 7-12" on the date of issuance of the individual's certificate shall remain eligible to teach the subject even though additional preparation requirements may be subsequently added.

(4) If grades 7 and 8 are organized on a "self-contained" basis, the preparation of the teacher must comply with the standards applicable to elementary teachers. "Self-contained" is defined as a class which is taught by one teacher for 50 percent or more of the school day.

(5) Teachers in departmentalized grades 7 and 8 must have either the elementary, all-level, or secondary certificate with appropriate preparation as specified in Columns II, III, IV, and V. Teachers with an elementary area of specialization must meet the semester hour requirements shown in Column III (see pages 53-54).

(6) When emergency conditions require, a teacher may be assigned without the required preparation in accordance with regulations specified in Agency Bulletin 753, *Guidelines for School Personnel: Certification, Allocations, and Records* and further provided each teacher assigned under these conditions is reported to the school board.

REQUIREMENTS FOR ASSIGNMENT OF TEACHERS

Grades 7 and 8 Departmentalized

Subject	Minimum Requirements for Those with Certificates Dated Prior to September 1, 1962.	Minimum Requirements for Those with Certificates Dated After September 1, 1962 and Prior to September 1, 1966, and for Those Teaching the Subject with an Elementary Certificate	Minimum Requirements for Those with Certificates Dated After September 1, 1966. (See page 60 for Key to A.S. and T.F. Codes)	
I	II	III	IV	V
			Area of Specialization	Teaching Field
BUSINESS				
Typewriting, Middle School	A college course in typewriting	A college course in typewriting if teaching one or two classes, or specific preparation in secretarial science		T.F. 70, 72, or 73
Blazing the World of Work				T.F. 70, 72, or 73
File It Right				T.F. 70, 72, or 73
Business Forms in Your Future				T.F. 70, 72, or 73
Notetaking, Middle School				T.F. 70 or 72
LANGUAGE ARTS				
English	18 semester hours in English	18 semester hours in English		T.F. 21, 22, or 26
Speech	12 semester hours in speech	12 semester hours in speech	A.S. 09 or	T.F. 21 or 24, or (26)*
FINE ARTS				
Art	12 semester hours in art	18 semester hours in art	A.S. 06 or	T.F. 50
Drama	12 semester hours in drama	18 semester hours in drama	A.S. 09 or	T.F. 25
Music, except for Applied Music	12 semester hours in music	18 semester hours in music	A.S. 08 or	T.F. 90
FOREIGN LANGUAGE				
Latin	12 semester hours in Latin	18 semester hours in Latin		T.F. 43
French	12 semester hours in French	18 semester hours in French		T.F. 41
German	12 semester hours in German	18 semester hours in German		T.F. 42
Russian	12 semester hours in Russian	18 semester hours in Russian		T.F. 45
Spanish	12 semester hours in Spanish	18 semester hours in Spanish		T.F. 44
Czech	12 semester hours in Czech	18 semester hours in Czech		T.F. 46

*Teachers with T.F. 26 on certificates dated prior to 9/1/77 shall remain eligible to teach Speech; teachers with T.F. 26 on certificates dated after 9/1/77 may teach one course in Speech with six semester hours in Speech.

GRADES 7-8 continued

I	II	III	IV	V
HEALTH	12 semester hours in health	12 semester hours in health or biology, foods, nutrition, physiology	A.S. 07 or	T.F. 80 or 81*
INDUSTRIAL ARTS	12 semester hours in industrial arts	18 semester hours in industrial arts		T.F. 60
MATHEMATICS	12 semester hours in mathematics	18 semester hours in mathematics		T.F. 10
PHYSICAL EDUCATION	12 semester hours in physical education	12 semester hours in physical education	A.S. 07 or	T.F. 80 or 82*
SCIENCE				
Plan A				
Life Science	12 semester hours in science	18 semester hours in science (any combination of sciences)		T.F. 01, 04 or Life-Earth
Earth Science	12 semester hours in science	18 semester hours in science (any combination of sciences)	A.S. 18 or	T.F. 04, 05 or Life-Earth
Plan B				
General Science	12 semester hours in science	18 semester hours in science (any combination of sciences)	A.S. 18 or	T.F. 04, Life-Earth, or 24 semester hours in any combination of sciences
SOCIAL STUDIES				
Texas History and Geography, Grade 7	18 semester hours in social sciences	18 semester hours in social sciences including 12 semester hours related to the assignment		T.F. 32, 34, or 36
American History and Citizenship, Grade 8	18 semester hours in social sciences	18 semester hours in social sciences including 12 semester hours related to the assignment		T.F. 33, 34, or 36
HOMEMAKING (Non-Vocational)	12 semester hours in homemaking	18 semester hours in homemaking	A.S. 64 or	T.F. 40

*Teachers with certificates dated prior to 9/1/83 with A.S. 07 or T.F. 80 shall remain eligible to teach Health and/or Physical Education. Teachers with certificates dated after 9/1/83 must have T.F. 81 to teach Health and/or T.F. 82 or A.S. 07 to teach Physical Education.

Grades 9-12

Subject	Minimum Requirements for Those with Certificates Dated Prior to September 1, 1962.	Minimum Requirements for Those with Certificates Dated After September 1, 1962 and Prior to September 1, 1966.	Minimum Requirements for Those with Certificates Dated After September 1, 1966. (See page 60 for Key to A.S. and T.F. Codes)	
I	II	III	IV	V
			Area of Specialization	Teaching Field
BUSINESS				
Typewriting	One course in typewriting	A college course in typewriting if teaching one or two classes, or specific preparation in secretarial practice		T.F. 70, 72, or 73
Advanced Typewriting	One course in typewriting	24 semester hours in business education		T.F. 70, 72, or 73
Business Mathematics	12 semester hours in business education or 12 semester hours in mathematics	24 semester hours in business education		T.F. 70, 71, 72, or 73
Business Machines	12 semester hours in business education	24 semester hours in business education		T.F. 70, 71, 72, or 73
Business Communications	12 semester hours in business education	24 semester hours in business education		T.F. 70, 71, 72, or 73
Data Processing	12 semester hours in business education	24 semester hours in business education		T.F. 70, 72, or 73
Computer Programming	12 semester hours in business education	24 semester hours in business education		T.F. 70, 72, or 73
Office Procedures	12 semester hours in business education	24 semester hours in business education		T.F. 70, 72, or 73
Accounting	12 semester hours in business education, including a course in bookkeeping or accounting	24 semester hours in business education		T.F. 70, 71, 72, or 73
Advanced Accounting	12 semester hours in business education, including a course in bookkeeping or accounting	24 semester hours in business education		T.F. 70, 71, 72, or 73
Record Keeping	12 semester hours in business education, including a course in bookkeeping or accounting	24 semester hours in business education		T.F. 70, 71, 72, or 73
Human Relations and Ethics in Business	12 semester hours in business education	24 semester hours in business education		T.F. 70, 71, 72, or 73
Shorthand	One course in shorthand	24 semester hours in business education		T.F. 70 or 72
Advanced Shorthand	One course in shorthand	24 semester hours in business education		T.F. 70 or 72
Notetaking	One course in shorthand	24 semester hours in business education		T.F. 70 or 72

GRADES 9-12 continued

I	II	III	IV	V
Personal Business Management	12 semester hours in business education	24 semester hours in business education		T.F. 70, 71, or 73
Exploring Business and Office Careers	12 semester hours in business education	24 semester hours in business education		T.F. 70, 71, or 73
Business Law	12 semester hours in business education	24 semester hours in business education		T.F. 70, 71, or 73
Salesmanship	12 semester hours in business education	24 semester hours in business education		T.F. 70, 71, or 73
Business Management	12 semester hours in business education	24 semester hours in business education		T.F. 70, 71, or 73
Business Ownership	12 semester hours in business education	24 semester hours in business education		T.F. 70, 71, or 73
Advertising	12 semester hours in business education	24 semester hours in business education		T.F. 70, 71, or 73
Insurance	12 semester hours in business education	24 semester hours in business education		T.F. 70, 71, or 73
Real Estate	12 semester hours in business education	24 semester hours in business education		T.F. 70, 71, or 73
Transportation	12 semester hours in business education	24 semester hours in business education		T.F. 70, 71, or 73
Investments	12 semester hours in business education	24 semester hours in business education		T.F. 70, 71, or 73
LANGUAGE ARTS				
English I-IV	18 semester hours in English	24 semester hours in English		T.F. 21, 22, or 26
Speech I-IV	18 semester hours in English, including 6 semester hours in speech	12 semester hours in speech if teaching only one or two classes; 24 semester hours in speech if teaching three or more classes	A.S. 09 or	T.F. 21, 24, or (26)*
Journalism I-II	18 semester hours in English, including 6 semester hours in journalism	12 semester hours in journalism if teaching only one or two classes; 24 semester hours in journalism if teaching three or more classes		T.F. 21, 23, or (26)*
Reading Improvement		Specific preparation in the teaching of reading	A.S. 34 or	T.F. 21, 22, or 26, plus verifiable preparation in the teaching of reading
Corrective Reading		Specific preparation in the teaching of reading	A.S. 34 or	T.F. 21, 22, or 26, plus verifiable preparation in the teaching of reading

*Teachers with T.F. 26 on certificates dated prior to 9/1/77 shall remain eligible to teach Speech and/or Journalism. Teachers with T.F. 26 on certificates dated after 9/1/77 may teach one course in Speech and/or one course in Journalism with six semester hours in the subject(s) of assignment.

GRADES 9-12 continued

I	II	III	IV	V
FINE ARTS				
Art I-IV	12 semester hours in art	24 semester hours in art	A.S. 06 or	T.F. 50
Drama I-III	18 semester hours in English, including 6 semester hours in drama	12 semester hours in drama if teaching only one or two classes; 24 semester hours in drama if teaching three or more classes	A.S. 09 or	T.F. 25
Music, except for Applied Music	12 semester hours in music	24 semester hours in music	A.S. 08 or	T.F. 90
FOREIGN LANGUAGES				
Latin	12 semester hours in Latin	24 semester hours in Latin		T.F. 43
French	12 semester hours in French	24 semester hours in French		T.F. 41
German	12 semester hours in German	24 semester hours in German		T.F. 42
Russian	12 semester hours in Russian	24 semester hours in Russian		T.F. 45
Spanish	12 semester hours in Spanish	24 semester hours in Spanish		T.F. 44
Czech	12 semester hours in Czech	24 semester hours in Czech		T.F. 46
HEALTH	12 semester hours in health or related subjects	18 semester hours in health or related subjects	A.S. 07 or	T.F. 80 or 81*
INDUSTRIAL ARTS	12 semester hours in industrial arts	24 semester hours in industrial arts		T.F. 60
MATHEMATICS (all subjects except Calculus)	12 semester hours in mathematics	24 semester hours in mathematics		T.F. 10
Calculus		24 semester hours in mathematics, including specific preparation in calculus		T.F. 10 including specific preparation in calculus and analysis
PHYSICAL EDUCATION	12 semester hours in physical education	24 semester hours in physical education	A.S. 07 or	T.F. 80 or 82*
SCIENCE				
Physical Science	12 semester hours in science	24 semester hours in any combination of sciences	A.S. 18 or	T.F. 02, 03, or 04, or 24 hours in a combination of sciences (9/1/76) T.F. 04 or 06**
Biology I-II	12 semester hours in science, with at least one course in biology	24 semester hours in biology		T.F. 01 or 04

*Teachers with certificates dated prior to 9/1/83 with A.S. 07 or T.F. 80 shall remain eligible to teach Health and/or Physical Education; teachers with certificates dated after 9/1/83 must have T.F. 81 to teach Health and/or T.F. 82 or A.S. 07 to teach Physical Education.

**Teachers with certificates dated after 9/1/66 and prior to 9/1/76 with the teaching fields or hours specified in Column V shall remain eligible to teach Physical Science; teachers with certificates dated after 9/1/76 must have T.F. 04 or 06 to teach Physical Science.

GRADES 9-12 continued

I	II	III	IV	V
Chemistry I-II	12 semester hours in science, with at least one course in chemistry	24 semester hours in chemistry		T.F. 02 or 04
Physics I-II	12 semester hours in science, with at least one course in physics	24 semester hours in physics		T.F. 03 or 04
Advanced Science	12 semester hours in science, with at least one course in the subject of the advanced course	24 semester hours in the subject of the advanced course		T.F. 04 or 24 semester hours in the subject of the advanced course
Geology	12 semester hours in science, with at least one course in geology	24 semester hours in science, including at least 12 semester hours in geology		T.F. 04 or 05, or 24 semester hours in geology
Atmospheric Science	12 semester hours in science, with at least one course in meteorology	24 semester hours in science, including at least 12 semester hours in meteorology		T.F. 04 or 05, or 24 semester hours in earth science, including at least 12 semester hours in meteorology
Astro-Science	12 semester hours in science, with at least one course in astronomy	24 semester hours in science, including at least 12 semester hours in astronomy		T.F. 04 or 05 or 24 semester hours in earch science, including at least 12 semester hours in astronomy
Marine Science	12 semester hours in science, with at least one course in oceanography	24 semester hours in science, including at least 12 semester hours in oceanography		T.F. 04 or 05 or 24 semester hours in biology including at least 12 semester hours in marine science
Environmental Science		24 semester hours in science, including at least 12 semester hours in environmental science and/or ecology		T.F. 04 or 24 semester hours in science including at least 12 semester hours in environmental science and/or ecology
SOCIAL STUDIES				
American Studies	18 semester hours in social sciences. (Applies to all subjects under this category)	24 semester hours in social science, including 12 semester hours related to the assignment (Applies to all subjects under this category)		
American History				T.F. 34 or 36
American Government				T.F. 33 or 36
Advanced Texas Studies				T.F. 34 or 36
American Culture Studies				T.F. 34 or 36

GRADES 9-12 continued

I	II	III	IV	V
American Indian Studies				T.F. 34 or 36
Mexican American Studies				T.F. 34 or 36
Black American Studies				T.F. 34 or 36
World Studies	18 semester hours in social sciences (Applies to all subjects under this category)	24 semester hours in social science, including 12 semester hours related to the assignment (Applies to all subjects under this category)		
World History Studies				T.F. 34 or 36
World Geography Studies				T.F. 32 or 36
Latin American Studies				T.F. 32, 34, or 36
European Studies				T.F. 32, 34, or 36
Asian Studies				T.F. 32, 34, or 36
African Studies				T.F. 32, 34, or 36
Advanced Social Science Problems	18 semester hours in social sciences	24 semester hours in social sciences		T.F. 31, 32, 33, 34, 35, 36, 37, or 38
Introduction to Social Science Disciplines	18 semester hours in social sciences (Applies to all subjects under this category)	24 semester hours in social sciences, including 12 semester hours related to the assignment (Applies to all subjects under this category)		
Anthropology				T.F. 36 or 38
Economics				T.F. 31 or 36
Philosophy				T.F. 36, including at least 12 semester hours in philosophy
Psychology				T.F. 35 or 36
Sociology				T.F. 36 or 37
OTHER COURSES				
Driver Education Instruction	Certificate for driver education	Certificate for driver education	A.S. 03	
General Agriculture (Non-vocational)	12 semester hours in agriculture	24 semester hours in agriculture	A.S. 63 or	T.F. 30
General Homemaking (Non-vocational)	12 semester hours in homemaking	24 semester hours in homemaking	A.S. 64 or	T.F. 40

GRADES 9-12 continued

Bible	If taught as literature, see required prepartion for English I-IV; if taught as history, see required preparation for World History Studies
Free Enterprise System	Completion of an approved program of teacher education, and 12 semester hours related to the assignment from one or more of the areas of Vocational Education, Social Science, or Business Education
Aerospace/Aviation Education I-II	Secondary certification, plus 1. Private pilot license or higher; or 2. Basic ground instructor license or higher; or 3. Six semester hours or the equivalent in Aerospace/Aviation Education (course or workshop)
Aerospace/Aviation Education III-IV	Secondary certification, plus 1. Private pilot license or higher; or 2. Basic ground instructor license or higher; or 3. Six semester hours or the equivalent in Aerospace/Aviation Education (course or workshop), and verified operational experience in (a) air traffic control, and/or (b) aircraft operation as a required flight crew member

NOTE: See Bulletin 753, ***Guidelines for School Personnel: Certification, Allocations, and Records*** for other subjects and corresponding requirements for assignment of teachers.

KEY TO CODES – AREAS OF SPECIALIZATION

03	Driver Education
06	Art – All Level
07	Health and Physical Education – All Level (By 9-1-83, A.S. 07 will be Physical Education – All Level only. Health will not be included.)
08	Music – All Level
09	Speech & Drama – All Level
18	Elem. Physical Science
34	Reading Specialist
63	Vocational Agriculture
64	Vocational Home Economics
98	Vocational Office Education

KEY TO CODES – TEACHING FIELDS

01	Biology
02	Chemistry
03	Physics
04	Science Composite
05	Earth Science
Life Earth	Life and Earth Science Gr. 7-8
06	Physical Science
10	Mathematics
21	Communicative Arts
22	English
23	Journalism
24	Speech
25	Drama
26	Eng. Lang. Arts
30	Agriculture
31	Economics
32	Geography
33	Government-Polit. Sci.
34	History
35	Psychology
36	Social Sci. Composite
37	Sociology
38	Anthropology
40	Homemaking
41	French
42	German
43	Latin
44	Spanish
45	Russian
46	Czech
50	Art
60	Industrial Arts
70	Business, General Composite
71	Business Administration
72	Secretarial Science
73	Business, General Composite (Without Shorthand)
80	Health and Physical Ed.
81	Health
82	Physical Education
90	Music

8. REGULATIONS ON CORRESPONDENCE COURSES AND HIGH SCHOOL CREDIT BY EXAMINATION/PERFORMANCE

(a) Correspondence Courses

The district may establish a supervised correspondence study program for in-school and out-of-school youth and adults.

The program, outlined in writing and approved by the board of trustees, has the following characteristics:

For in-school youth:

Designates that courses are to be from the University of Texas Division of Extension in Austin or the Extension Division of Texas Tech University.

Limits units earned to six of the 55 quarter units required for graduation. (Students residing abroad are exempt from this limit.)

Establishes local limitations on student eligibility for correspondence courses.

Provides for assignment of staff members to supervise correspondence work.

Ensures that correspondence courses are used for emergency or enrichment only and do not become a substitute for residence work.

For out-of-school youth and adults:

Limits eligibility to individuals who are not enrolled in a day school. If individuals are under 18 years of age, verification of permanent withdrawal must be made by the principal of the last school attended.

Permits as many units as needed for graduation to be taken by correspondence.

Limits student enrollment to two correspondence courses simultaneously.

Specifies that only courses from members of the National University Extension Association or correspondence schools approved by the Division of School Accreditation may be used in public school correspondence programs.

Designates that the local district provide counseling, administrative, and clerical assistance necessary for operation of the adult program.

Requires a method for supervision of all written correspondence papers, and the administration of all final examinations.

Recommends courses be completed within a reasonable time, usually within six months from the date of registration. Extension may be considered on the basis of individual merit.

(b) High School Credit by Examination/Performance

The school system may develop a plan whereby students in grades 9-12 obtaining knowledge or skills outside the instructional program of the district may be granted credit in any subject on the list of approved courses upon demonstration of competency by examination or performance test.

The local board of trustees will adopt policies authorizing the granting of credit by examination or performance test having the following characteristics:

Establishes eligibility of students who may take the examination or performance test.

Establishes procedures for students to take the examination or performance test. The administration should determine the time, place, length, and method of administering the examination or performance test.

Ensures that the particular examination or performance test used to validate the student's ability will verify that the student has demonstrated attainment of the knowledge, competencies, or skills that are the objectives of the course.

Sets the passing grade for accepting student work under these conditions in accordance with grades that are required of students attending regular classes.

Ensures that the examinations or performance tests are properly evaluated, certified by the examining teacher and the principal, and are retained as part of the student's permanent records.

9. REQUIREMENTS FOR SUMMER SCHOOL PROGRAMS

(a) Summer school programs meet the same standards as the regular term except where special provisions apply.

(1) The summer program must be operated according to written policies of the board of trustees.

(2) The summer school program is administered by a specifically assigned staff member with the appropriate administrative endorsement. He/she has the authority and available time during the regular school term to plan and organize the summer school program of the district.

(3) Library programs and instructional resources are available on the same basis as during the regular term.

(4) Courses from the "List of Approved Subjects and Courses, Grades 7-12" offered in summer school programs are comparable, insofar as content and achievement standards are concerned, to the same courses taught in the regular term.

(5) Regular school course guides and teaching plans when used in summer school are adjusted to compensate for differences in length of daily class periods and in the number of calendar days.

(6) The summer school equivalent of 3 quarter units in a regular term is based on a minimum of 140 clock hours net instructional time. One quarter unit incorporates 47 clock hours. Net instructional time is defined as exclusive of registration, holidays, and daily class breaks.

(7) No individual teacher is assigned more than six hours of classroom teaching per day.

(8) Students secure prior approval from school officials before enrolling in correspondence courses while attending summer school.

10. ACCREDITATION PLANNING PROCESS

(a) Outline (Underlined steps are actions by TEA)

PRELIMINARY STEPS

1. TEA Notifies District of Entry into Process
2. TEA Assigns Consultant to District
3. District Arranges for Assistance from Regional Education Service Center or Other Source
4. District Begins Phase I

PHASE I: GOALS FOR STUDENT DEVELOPMENT

1. District Arranges for Constructive Involvement of Representatives of School and Community
2. District Considers Goals for Public School Education in Texas
3. District Establishes Student Development Goals
4. Board of Trustees Officially Adopts Goals
5. District Sends Copy of Goals to TEA
6. Agency Consultant Reviews Goals, Gives Advisory Feedback

PHASE II: SELF-STUDY

1. District Assesses Achievement of Goals by Students
2. District Conducts Program Analysis to Identify
   (a) Discrepancies from Principles and Standards, and
   (b) Program Weaknesses Judged to be Causing Student Learning Discrepancies (Needs)
3. District Designates High Priority Student Learning Needs and Program Discrepancies
4. District Sends Copy of Findings to TEA
5. Agency Consultant Reviews Priorities, Gives Advisory Feedback
6. District Provides for Correction of Remaining Discrepancies from Principles and Standards

PHASE III: FIVE-YEAR PRIORITIES PLAN FOR EDUCATIONAL IMPROVEMENT

1. District Builds Five-Year Priorities Plan to Increase Student Achievement by Strengthening Programs
2. Board of Trustees Approves Five-Year Plan
3. District Submits Plan to TEA
4. TEA Gives Advisory Feedback, Approves Plan, and Informs District
5. District's Accreditation Status Established by TEA

PHASE IV: IMPLEMENTATION OF THE FIVE-YEAR PLAN

1. District Implements Five-Year Plan
2. District Evaluates Progress, Reports at Least Annually to TEA
3. TEA Reviews Evaluation Reports
4. As Necessary, TEA Conducts On-Site Visits
5. District Updates Plan Based on Evaluation Findings
6. TEA Reviews Proposed Changes in Five-Year Plan
7. District Continuously Monitors and Maintains Compliance With Principles and Standards
8. At End of Five-Year Cycle, District Submits Final Evaluation Report to TEA

CONTINUATION INTO SUCCEEDING CYCLE

1. TEA Informs District of Entry into Accreditation Planning Procedure
2. District Begins Re-Cycle of Phases I-IV Above for Succeeding Five-Year Cycle.

(b) Description of Accreditation Planning Process

(1) **Notification.** School districts will be notified as they are to enter into the Texas Education Agency School Accreditation Process. The districts should begin the first phase of the process as soon as they receive notification. A consultant from the Agency's Division of School Accreditation will be assigned to each participating district to guide the district's activities during the process and to provide advice and assistance. Assistance can also be obtained from the regional education service center and other appropriate sources.

(2) **Basis for Accreditation.** Accredited status for each district will be based upon the development of an approvable five-year plan for improvement and upon the district's compliance with the Agency's Principles and Standards for Accreditation of Schools. This Five-Year Priorities Plan for improvement is to be developed through an accountability/educational improvement approach — that is, it should be a practical plan to improve student achievement in selected priority areas. The construction of this Five-Year Priorities Plan is done in three phases: (1) setting district goals for student development, (2) conducting a self-study to identify student learning needs in relation to the goals and to identify causative program weaknesses, as well as other discrepancies from Principles and Standards, and (3) making a five-year plan for educational improvement and for the resources to support it. It is important to note that this Plan is *not* intended to be a comprehensive plan for the district's total program. It is to be a design for making judiciously selected changes in the program in order to bring about improvement in a small number of high priority areas of student achievement. The number of priorities addressed in the Plan should be enough to make significant improvement but not so many as to be unmanageable. Once this Five-Year Priorities Plan is approved by the Agency, the district is accredited on the basis of it.

Continued accredited status throughout the remainder of the five-year period is dependent upon the district's implementation of the Plan and making satisfactory progress toward the targets established in the Plan, while at the same time remaining in substantial compliance with the Principles and Standards for Accreditation.

The on-site accreditation visit to the district by an Agency team will not necessarily be used as the initial step in the accreditation procedure as has been the practice in the past. The district itself is primarily responsible for the self-evaluation through the self-study, with provision for review of the self-study and its findings by the Division of School Accreditation. Periodic progress reports will be sent by the district to the Division, and on-site visits by the assigned Agency consultant and other Agency staff will be conducted as necessary to provide assistance, gather information, or monitor the district's progress in developing or implementing its Five-Year Priorities Plan.

(3) **Phase I: Establishing Goals for the District** While the set of goals established by the district may also include other objects, their essential purpose is to state the general areas of learning or human development that students are expected to acquire as a result of attending school in the district. In establishing its goals, the district should take into consideration the goals for student development in the Goals for Public School Education in Texas established by the State Board of Education. The process of establishing the district's goals should provide for appropriate participation of representatives of the community and the school. The purpose of such involvement is to ensure that the statement of goals ultimately adopted is understood by and acceptable to the school staff, students, and the community. Appropriate methods for such participation, as well as the amount of representative involvement to be sought, must be decided by the district's board and administration. The method and degree of school/community participation will vary from situation to situation. Such involvement should be constructive, that is, enough participation to ensure that the interests of students, staff, and citizens are heard by the board of trustees but not so much involvement that it results in inordinate consumption of time and manpower beyond that necessary to accomplish the purpose. The statement of goals for student development is to be adopted by official action of the district's board of trustees and transmitted to the Division of School Accreditation. The district's Agency consultant will review the statement of goals and give advisory feedback to the district.

NOTE: *If the district already has a set of goals that meet this description and which have recently been established, the district should confer with the Agency consultant to determine whether these goals are acceptable to fulfill this requirement.*

(4) **Phase II: Conducting the Self-Study**. The self-study should commence as soon as the district has adopted its statement of goals. The self-study uses as its basic references (1) the district's own goals for student development and (2) the Agency's Principles and Standards for School Accreditation. Other appropriate standards and criteria for good educational practice may also be used by the district.

The self-study has two major elements: (1) assessment of the extent to which students are making progress toward achieving the district's goals for student development, and the identification of discrepancies in student learning (student learning needs), and (2) diagnosis of the district's instructional program, including its support system and resources, to identify weak elements in the program that are contributing to student learning needs and/or which are not in accord with the Principles and Standards for School Accreditation.

A statement of the district's identified student learning needs and program deficiencies, with those of high priority designated, is to be sent to the Division of School Accreditation. The Agency consultant will review this statement and give the district advisory feedback.

The district makes provision for correcting on a short-term basis (less than a year) other minor variations from Principles and Standards that were identified in the Self-Study.

(5) **Phase III: Making the Five-Year Priorities Plan for Educational Improvement.** Based upon the priority program deficiencies identified in the Self-Study, the district builds a practical plan to make improvements in student achievement and program effectiveness by setting targets to be attained over the five-year cycle. This Plan lays out the steps the district has decided to take to bring about these improvements both in student goal achievement and in related program areas. The Plan also makes provision for the resources required to carry out the program renewal targets, the means the district will employ to monitor and evaluate progress being made toward the targets, and the overall management of the implementation of the plan to ensure that it moves steadily forward throughout the five-year period.

The Five-Year Priorities Plan is to be approved by official action of the district's board of trustees and submitted to the Division of School Accreditation for approval. The Agency consultant will advise and assist the district during the development of the Plan, review the Plan once submitted to the Division of School Accreditation, give advisory feedback to the district if necessary, guide the Plan through the approval process in the Agency, and inform the district once the Plan has been approved.

(6) **Phase IV: Implementation of the Five-Year Priorities Plan.** Once the Plan is approved by the Agency, the district's accredited status is established or re-confirmed. The next phase is the most important of all — the implementation by the district of the commitments for action and achievement made in the Plan. Continuous progress toward the fulfillment of the targets and actions contained in the Plan is essential for the continuance of the district's accredited status throughout the five-year period. Continuous evaluation of progress should be carried out by the district itself, with progress reports sent to the Agency at least annually. As necessary, on-site visits may be conducted by Agency staff to gather information on the district's progress in implementing its Plan. The findings of the district's own evaluation should be used to refine or adapt the Plan itself if necessary. Such changes in the Plan may be made with the concurrence of the Division of School Accreditation.

(7) **Review and Monitoring by the Agency**. The process of school accreditation outlined here places primary emphasis upon the right and responsibility of each school district to govern and manage its own programs effectively and in accord with the expectations and values of the local community. At the same time, the Texas Education Agency is charged by law to establish and carry out effective procedures for the accreditation of schools that will ensure a basic level of quality education in the public school districts of the state.

Both of these responsibilities can be carried out satisfactorily through the procedure described. The school district carries out its responsibility by building and implementing its Five-Year Priorities Plan for improvement and through its own continuous self-evaluation to ensure compliance with Principles and Standards. The Agency discharges its responsibility by assigning a consultant from the Division of School Accreditation to guide and assist the district throughout the process, and by reviewing, approving, and monitoring the district's progress at various points in the development and implementation of its Five-Year Priorities Plan for Educational Improvement.

INDEX

Accountability: 13, 15-16, 19, 27-28
Accreditation
  applicability for: 3-4
  application for: 4-5
  compliance responsibility (see also Enforcement authority): 6, 7, 8, 12-13, 64
  comprehensiveness of: 3
  conditions and procedures for: 3
  continuation of: 3
  cycles of: 3, 6-8, 17, 19, 23
  datespans for: 1, 4
  eligibility for: 3
  modification or revision of: 4-5
  on-site visits for: 6, 7, 9, 64
  outline of planning process: 63
  special studies for: 6
  steps in review process for: 5
Administrative and technical support: 28
Advised status: 4,6
Annual operating budget: 13, 19-20
Appraisal: 12-13, 22
Approved subjects and courses: 24, 34-47
Assessment (see also Student assessment): 15-18, 20, 25, 29, 31
Assignment of teachers: 51-60

Board of trustees: 1-2, 7, 12-16, 20, 28, 64-65
Budget (see Annual operating budget)

Certification: 25, 51-60
Child abuse statutes: 26
Civil Action 5281: 5
Class period: 34
Class size: 26
Commissioner of Education: 3, 5, 9, 33
Community involvement: 11-12, 14, 17, 28
Compensatory education: 19, 23, 28
Computer services (see Data processing)
Correspondence courses: 25, 61-62
Cost-effectiveness: 26
Counseling and guidance (see Guidance and counseling)
Credits (see High school credit by examination/performance; High school graduation requirements): 24, 34-35
Curriculum
  American heritage: 21
  balanced: 21, 24, 34
  content: 21, 23-24, 34, 48-49
  essential elements: 22, 33
  framework: 23-24, 34, 48
  mandated: 24, 33
  materials: 21
  scope and sequence: 21

Data processing: 29
Discrepancies: 6, 16, 19, 64
Discrimination: 26, 30
Disruptive behavior: 23, 27
District goals (see Goals)
Division of Administrative Services: 34
Division of School Accreditation: 5-9, 20, 64-65
Division of School Transportation: 30
Due process: 14, 27

Educational improvement: 2, 6, 8, 13, 15-16, 18-19, 27-28, 65
Employment (see Termination of e nployment)
Enforcement authority (see also Legal compliance): 9
Essential curriculum elements (see Curriculum)
Evaluation
  internal: 14, 19, 20-21
  external: 8, 19
  formative: 6
  job performance: 15, 27-28
  monitoring: 5-7, 9, 13, 15, 65
  summative: 6
Experimental project: 8

Five-Year Priorities Plan: 4, 6-8, 19-20, 28, 63-65

Goals
  district: 6-7, 12-14, 16-17, 21, 23, 63-64
  indicators: 17, 21, 23
  setting process: 17,63-64
  state: 16, 21, 24, 63-64
Governance
  fiscal: 8, 12-13, 15, 18, 20
  policies: 13-14, 28
  responsibility and authority: 13
Guidance and counseling: 23, 25-26

Handicapped students: 22,30
Health services: 24
Hearings (see Public hearings)
High school credit by examination/performance: 25, 61-62
High school graduation requirements: 24, 48-51
House Bill 1126: 1-2

Indicators (see also Goals): 11
Individualized instruction: 26
Inservice education: 27
Instructional resources: 18-19, 27, 31
Instructional strategies: 25
Interschool contests: 24

Leadership: 13-14, 27-28
Legal compliance (see also Accreditation, compliance responsibility; Enforcement authority): 12-13
Library/learning resources centers: 27, 31

Management schedule: 20
Monitoring and evaluation (see Evaluation and monitoring)

Needs: 6, 64-65
Nonpublic schools: 3, 12
Notes, definition: 11
Notification: 5, 63-64

Objectives (see Student goals and objectives)
Open meetings: 14
Operating procedures: 14
Out-of-school youth and adults: 28, 61
Outcomes (see Student outcomes)

Parental involvement: 20, 23, 26
Petitioners: 8
Physical plant and equipment: 12, 29-30
Pilot accreditation procedures: 4, 18-19
Planning, budgeting and evaluation (PB&E): 18
Policies: 2-4, 14, 33
Prescriptive statutes/laws (see also Legal compliance): 8-9, 12, 15, 22-23, 28-29, 33
Principal: 28-29
Principles and Standards: 11
Priority project plan: 16, 19
Priority student needs: 19
Private schools (see Nonpublic schools)
Probationary status: 4-6
Procedural flow: 6-8
Program analysis: 6, 18-19, 23-25
Program guides: 23-24
Public hearings: 20

Recordkeeping: 29
Required clock hours and days of instruction: 33-34
Required courses (see also Approved subjects and courses): 48-49
Resources centers (see Library/learning resources centers)

Safeguards: 8, 26-27
Safety: 30-1
Scope and sequence (see Curriculum)
Self-study: 6-7, 18-19, 29, 31, 63-64
Staff development: 20, 27
Staff qualifications: 14, 25
Staffing: 15, 27, 29
Standards (see Principles and Standards)
State Board of Education: 1, 5, 8-9, 22, 24
State Commission on School Accreditation: 5, 8
State goals (see Goals)
State plans: 24, 28
Stereotyping: 23
Student assessment (see also Assessment): 6, 17-18
Student goals and objectives: 6-7, 17, 19, 21-23
Student outcomes: 16, 22
Student services: 16, 19, 23-24, 26
Student-teacher ratio: 26
Subject-matter areas (see also Approved subjects and courses; Curriculum, blanced, content)
  agricultural education: 44
  bilingual education: 28
  business education: 36-37, 53, 55-56
  career education: 28
  citizenship (government, history, geography): 22, 33
  compensatory education: 28
  coordinated vocational-academic education: 44-45
  distributive education: 45
  English language arts: 22, 33, 37-38, 53, 56
  fine arts: 21, 38, 53, 57
  foreign languages: 39, 53, 57
  gifted and talented: 28
  handicapped education: 28
  health education: 22, 33, 39, 54, 57
  health occupations: 45
  homemaking education: 46, 54, 59
  industrial arts: 39-40, 54, 57
  liberal arts: 21
  mathematics: 22, 33, 41-42, 54, 57
  migrant education: 28
  miscellaneous courses: 47, 59
  physical education: 22, 33, 42-43, 54, 57
  science: 21, 42, 47-58
  social studies: 43-44, 54, 58-59
  vocational-technical education: 21, 28, 44-47
Summer school programs: 62
Superintendent: 7, 13-14, 17, 28

Taxes: 12, 29
Teacher certification (see Certification)
Termination of employment: 27
Testing: 18
Texas Education Agency (see Divisions of Administration Services, School Accreditation, School Transportation)
Texas Education Code: 1, 33
Textbooks: 23
Transportation (see Division of Transportation)

Unaccredited status: 3-4

Valid instruments and sources: 18

Waivers: 8
Warned status: 4, 6

A. SELECTED CITATIONS ON CURRICULUM REQUIREMENTS FROM THE TEXAS EDUCATION CODE

§ 2.01. Public Education in General

The objective of state support and maintenance of a system of public education is education for citizenship and is grounded upon conviction that a general diffusion of knowledge is essential for the welfare of Texas and for the preservation of the liberties and rights of citizens.

§ 21.101. Courses of Study

All public free schools in this state shall be required to offer instruction in the following subjects: English grammar, reading in English, orthography, penmanship, composition, arithmetic, mental arithmetic, United States history, Texas history, modern geography, civil government, physiology and hygiene, physical education, and, in all grades, a course or courses in which some attention is given to the effects of alcohol and narcotics. Such subjects shall be taught in compliance with any applicable provision of this subchapter.

§ 21.102. Patriotism

The daily program of every public school shall be so formulated by the teacher, principal, or superintendent as to include at least 10 minutes for the teaching of intelligent patriotism, including the needs of the state and federal governments, the duty of the citizen to the state, and the obligation of the state to the citizen.

§ 21.103. Texas History

The history of Texas shall be taught in all public schools in and only in the history courses of all such schools. The course shall be taught for not less than two hours in any one week. The commissioner of education shall notify the different county, city, and district superintendents as to how the course may be divided.

§ 21.1031. Instruction in Free Enterprise System

(a) All public high schools shall give instruction on the essentials and benefits of the free enterprise system. Instruction shall be given in accordance with the course of study prescribed by the State Board of Education for at least one semester or quarter, equal to one-half unit of credit. The State Board of Education shall prescribe suitable teaching material for the instruction.

(b) As used in this section "free enterprise" means an economic system characterized by private or corporate ownership of capital goods, by investments that are determined by private decision rather than by state control, and by prices, production, and the distribution of goods that are determined in a free manner.

§ 21.104. Physiology and Hygiene

All textbooks on physiology and hygiene purchased in the future for use in the public schools of this state shall include at least one chapter on the effects of alcohol and narcotics. Although physiology and hygiene must be taught in all public schools, any child may be exempted, without penalty, from receiving instruction therein if his parent or guardian presents to the school principal a signed statement that the teaching of disease, its symptoms, development and treatment, and the viewing of pictures or motion pictures on such subjects conflict with the religious teachings of a well-established church or denomination to which the parent or guardian and the child belong.

§ 21.105. Kindness to animals

In the primary grades of all public schools in this state, suitable instruction shall be given with regard to kindness to animals and the protection of birds and their nests and eggs.

§ 21.106. Constitution

All public free high schools in this state shall teach and require a course of instruction in the constitutions of the United States and the State of Texas. The course shall be a combined course in both constitutions, and shall be given for at least one-half hour each week in the school year or at least one hour each week for one-half of the school year, or the equivalent thereof. No student shall be graduated from any public free high school in this state who has not passed a satisfactory examination in the course of instruction herein described.

§ 21.109. Language of Instruction

(a) English shall be the basic language of instruction in all schools.

(b) It is the policy of this state to insure the mastery of English by all pupils in the schools; provided that bilingual instruction may be offered or permitted in those situations when such instruction is necessary to insure their reasonable efficiency in the English language so as not to be educationally disadvantaged.

§ 21.113. Dangers of Crime and Narcotics

The Central Education Agency shall develop curricula and teaching materials for units of study on the dangers of crime and narcotics. The units of study shall be required for all students each academic year for grades 5 through 12.

§ 21.117. Physical Education

Instruction in physical education shall be part of the course of instruction and training in the public elementary and secondary schools of the state. The state commissioner of education shall prepare courses of instruction for the public schools of the state for the purpose of carrying out this section.

§ 21.118. Crime and Narcotics Program, Administration

(a) A comprehensive program to provide for an effective state-supported administration of course preparation, instruction and teaching in the public schools of this state, as required by law, on the dangers and prevention of crime, narcotics, and drug abuse shall be developed under policies and regulations of the Central Education Agency. Such program administered by the agency shall provide for and encompass also the services of the regional education service centers and the school districts of this state, thereby to coordinate and effectuate improvement in instruction, development of teachers therein, and preparation and distribution of instructional materials and guidelines for program development.

§ 21.451. State Policy

The legislature finds that there are large numbers of children in the state who come from environments where the primary language is other than English. Experience has shown that public school classes in which instruction is given only in English are often inadequate for the education of children whose native tongue is another language. The legislature believes that a compensatory program of bilingual education can meet the needs of these children and facilitate their integration into the regular school curriculum. Therefore, pursuant to the policy of the state to insure equal educational opportunity to every child, and in recognition of the educational needs of children of limited English-speaking ability, it is the purpose of this subchapter to provide for the establishment of bilingual education programs in the public schools and to provide supplemental financial assistance to help local school districts meet the extra costs of the programs.

§ 21.453.(b) Establishment of Bilingual Programs

(b) Each school district which has an enrollment of 20 or more children of limited English-speaking ability in any language classification in the same grade level during the preceding scholastic year, and which does not have a program of bilingual instruction which accomplishes the state policy of facilitating integration into the regular school curriculum as set out in Section 21.451 of this article, shall institute a program of bilingual instruction for the children in each language classification in kindergarten, first grade, and second grade by the 1975-76 school year and also in the third grade by the 1976-77 school year.

Bilingual instruction may be offered in the fourth and fifth grades for students who have not progressed sufficiently to participate in the regular school curriculum. Any bilingual program beyond the fifth grade shall be at the expense of the respective local school district. The board may establish a program with respect to a language classification with less than 20 children.

§ 21.454. Program Content; Method of Instruction

(a) The bilingual education program established by a school district shall be a full-time program of instruction (1) in all subjects required by law or by the school district, which shall be given in the native language of the children of limited English-speaking ability who are enrolled in the program, and in the English language; (2) in the comprehension, speaking, reading, and writing of the native language of the children of limited English-speaking ability who are enrolled in the program, and in the comprehension, speaking, reading, and writing of the English language; and (3) in the history and culture associated with the native language of the children of limited English-speaking ability who are enrolled in the program, and in the history and culture of the United States.

§ 21.455. Enrollment of Children in Program

(a) Every school-age child of limited English-speaking ability residing within a school district required to provide a bilingual program for his classification shall be enrolled in the program for a period of three years or until he achieves a level of English language proficiency which will enable him to perform successfully in classes in which instruction is given only in English whichever first occurs.

B. TEXAS EDUCATION AGENCY PUBLICATIONS

Several of the Principles and Standards make reference to related program guides, curriculum frameworks, and other descriptive materials which provide more detailed information about the program area under consideration. Most of these are not regulatory in nature, but are provided by the Agency as leadership documents for use by local district planners in designing curriculum and other related programs. Included in this list are the major documents which are currently in use by school districts, as well as several which are under development and will be available in the near future. (The publication date of these materials should be noted by the user and the most current publication used as a reference.)

School districts have copies of most of these publications. Information about ordering additional copies may be secured from the Publications Distribution Section, Texas Education Agency, 201 East 11th, Austin, Texas 78701. Since these materials were originally distributed free to authorized institutions, there may be a charge for additional copies of some of the publications.

Information about unnumbered publications and other materials under development may be secured from the program office at the Agency responsible for the publication.

1. State Board of Education
   a. Goals for Public School Education in Texas (Spring 1976)
   b. Priorities of the State Board of Education (Bulletin GE7 402 05)
2. General Education Curriculum Frameworks and Guides
   a. English Language Arts
      (1) Essential Reading Objectives
      (2) The Improvement of Reading in the Secondary School (Bulletin 719)
      (3) The Elementary Reading Program (Bulletin 745)
      (4) Promising Practices in Reading (Bulletin GE7 838 1)
   b. Mathematics
      (1) Essential Mathematics Objectives
      (2) Mathematics: Kindergarten through Eight (Bulletin 730)
      (3) Mathematics: Nine through Twelve (Bulletin 731)
      (4) Mathematics 9-12, Volumes I-III (Supplements to Bulletin 731)
      (5) Metric Education Guide (Bulletin CU7 832 04)
   c. Elementary Education
      (1) A Guide for the Education of Five-Year-Old Children in Texas (Bulletin 696)
      (2) Oral Language Development in Early Childhood Education (Bulletin 720)

d. Business Education

(1) Business and Office Education Curriculum Framework (CU7 832 01)

(2) Fundamentals of the Free Enterprise System: Course Guide (Bulletin 744)

(3) Learning Partners: Business Education and Reading

e. Driver and Safety Education

(1) Safety Education in the Elementary School (Bulletin 727)

(2) Curriculum Guide for Driver Education and Appendix (Bulletin 704)

(3) Curriculum Guide for Multi-Car Driving Range (Inventory 1259)

(4) Driver Education for Texas Schools (Standards)

(5) Motorcycle Safety Education: Suggested Procedures and Guidelines (Bulletin 764)

f. Social Studies

(1) Framework for the Social Studies Grades K-12 (Inventory 2602)

(2) Fundamentals of the Free Enterprise System: Course Guide (Bulletin 744)

(3) Teaching the Free Enterprise System in Required Social Studies Courses (Bulletin 755)

(4) You and the Law: Guide for Teaching a Sixteen Class-Hour Unit in Citizenship Education, Grade 3

(5) Concept Teaching in Social Studies (Bulletin 759)

(6) Classroom Strategies for Individualizing Instruction in the Social Studies (Bulletin 770)

(7) You and the Law: Transparency Masters

(8) You and the Law: Printed Scripts

(9) You and the Law: Themes and Programs

g. Health and Physical Education

(1) Physical Education in the Elementary Schools: Guidelines for Grades 1-6 (Bulletin 685)

(2) Physical Education in the Elementary School: First Grade (Bulletin 686)

(3) Physical Education in the Elementary School: Second Grade (Bulletin 687)

(4) Physical Education in the Elementary School: Third Grade (Bulletin 700)

(5) Physical Education in the Elementary School: Fourth Grade (Bulletin 706)

(6) Physical Education in the Elementary School: Fifth Grade (Bulletin 707)

(7) Physical Education in the Elementary School: Sixth Grade (Bulletin 708)

(8) Elementary School Health Education Curriculum Guide (Bulletin 715)

(9) Secondary School Health Education Curriculum Guide (Bulletin 691)

h. Foreign Language

(1) Espanol para alumnos hispanohablantes (Bulletin 702)

(2) Successful Foreign Language Programs in Texas (Bulletin CU7 836 02)

i. Fine Arts

(1) A Handbook for the Development of the Band Program (Bulletin 724)

(2) A Handbook for the Development of the Orchestra Program (Bulletin 694)

(3) A Handbook for Teachers of Secondary Drama (Bulletin 690)

(4) Applied Music (Individual Study) -- (Bulletin 756)

(5) Music in Elementary Education (Bulletin 743)

(6) Education Through Art: Secondary School (Bulletin 697)

(7) Education Through Art: Elementary Education (Bulletin 688)

j. Science

(1) Elementary Science: Recource Bulletin (Bulletin 695)

(2) Course Descriptions, Secondary Science

(3) Aerospace-Aviation Education (Bulletin 712)

(4) Planning a Safe and Effective Learning Environment for Science (Bulletin 718)

(5) Life Science: An Activities Guide (Bulletin 723)

(6) Physical Science Resource Guide and Appendix (Bulletin 725)

(7) Outdoor Education: A Guide to Site Planning and Implementation of Programs (Bulletin 763)

(8) Suggested Activities for Environmental Education in the Elementary Schools (Bulletin CU7 832 02)

(9) Suggested Activities for Environmental Education in Secondary Education (Bulletin CU7 832 03)

(10) Metric Education Guide (Bulletin CU7 832 04)

3. Career Education

   a. Basic Learner Outcomes for Career Education, 1973

   b. State Plan for Career Education and Incremental Quality Improvement Guide for Local School Districts, 1976

   c. Career Awareness, Elementary Schools, 1973 (Bulletin 734)

   d. Career Investigation, Middle Schools, 1973 (Bulletin 735)

   e. Career Education in the High School, Teacher Inservice Activities Classroom Strategies, 1976 (Bulletin 767)

   f. Texas Career Education Measurement Series (Contact the Division of Assessment and Evaluation, Texas Education Agency)

4. Vocational Education

   a. Guide for Public Schools in Planning Programs of Occupational Education for In-School Students (Bulletin 754)

      (1) Vocational Agriculture Education Program Standards

      (2) Agriculture Related Coordinated Vocational-Academic Education Program Standards

      (3) Vocational Agriculture Education Program Standards for the Handicapped

      (4) Vocational Distributive Education Program Standards

      (5) Vocational Homemaking Education Program Standards

      (6) Vocational Industrial Education Program Standards

      (7) Vocational Office Education Program Standards

      (8) Coordinated Vocational-Academic Education in Office Duplication Practices Program Standards

      (9) Vocational Health Occupations Education Program Standards

      (10) Vocational Office Education for the Handicapped Program Standards

5. Special Education

   a. Administrative Guide and Handbook for Special Education (Bulletin 711)

(1) Special Education Instructional Materials Services – Guidelines for Implementation (Bulletin 765)

(2) Special Education Resource System (Bulletin 766)

6. Gifted and Talented

   a. Papers:

      (1) "What is a Program for the Gifted"

      (2) "Steps in Developing a Program for the Gifted and Talented"

   b. Gifted and Talented brochure (GE7 402 03)

7. Bilingual Education (Contact the Division of Bilingual Education, Texas Education Agency)

8. Compensatory and Migrant Education (Contact the Division of Compensatory and Migrant Education, Texas Education Agency)

   a. An Administrative Guide for Programs to Meet the Special Education Needs of Educationally Deprived, Neglected, and Delinquent Children (AD7 932 01)

9. Crime Prevention and Drug Education

   a. Administrator's Handbook for Crime Prevention and Drug Education (Inventory 1917)

   b. A Framework for Crime Prevention and Drug Education in Texas: Desirable Student Outcomes, 1973 (Inventory 1913-A)

   c. A Framework for Crime Prevention and Drug Education in Texas: Desirable Teacher Competencies, 1973 (Inventory 1913-B)

10. Learning Resource Centers and Programs

    a. Guidelines for the Development of Campus Learning Resources Centers (Bulletin 748)

    b. District and Regional Learning Resource Media Programs, A Systematic Planning Process and Exploratory Survey of Services (Inventory 1262)

11. Student Support Services

    a. The School Counselor: Work Environment, Roles and Competencies, 1971

    b. Accountability in Guidance Services, A Guide for the Development of a Competency-Based Outcome-Stated Guidance Plan, 1973

    c. A Guide for Administrators and School Nurses in the School Health Program, 1975 (Bulletin 752)

    d. The Visiting Teacher in Texas Public Schools, 1975 (Bulletin 750)

12. School Lunch Program Regulations (Contact Division of Financial Allocations, Texas Education Agency)

13. Transportation

    a. Public School Transportation (Bulletin 611)

14. Personnel

    a. Guidelines for School Personnel: Certification, Allocations, and Records – (Bulletin 753)

    b. Guidelines for the Use of Aides – Paygrades I, II, and III (Bulletin 768)

15. Budgeting and Accounting

    a. Financial Accounting Manual (Bulletin 679)

    b. School District Data Submission to the Texas Education Agency (Bulletin 742)

CURRICULUM MATERIALS IN VARIOUS DEVELOPMENTAL STAGES

English Language Arts Curriculum Framework, K-12 (Tentative Study Draft), Bulletin CU7 838 02. Anticipated completion date – 1977.

Framework for the Social Studies, Grades K-12 (Revision Stage) Anticipated completion date – 1978.

Physical Education Curriculum Guidelines. Grades 6-12 (Tentative Study Draft) Anticipated completion date – 1977.

School Health Curriculum Guidelines, Grades K-12 (Developmental Stage) Anticipated completion date – 1979.

Foreign Language Curriculum Framework (Developmental Stage) Anticipated completion date – 1980.

Spanish Guidelines, Levels I-III Anticipated completion date – 1977.

German Guidelines, Levels I-II (Tentative Working Draft) Anticipated completion date – 1979.

French Guidelines, Levels I-II (Tentative Working Draft) Anticipated completion date – 1979.

Latin Guidelines, Levels I-II (Tentative Working Draft) Anticipated completion date – 1979.

Fine Arts Curriculum Framework (Tentative Working Draft) Anticipated completion date – 1978.

Science Framework: Early Childhood Through Grade 12 (Tentative Study Draft) Anticipated completion date – 1978.

Curriculum Guide for Early Childhood Education (Tentative Working Draft) Anticipated completion date – 1978.